

**EDUCATIONAL DIMENSIONS
OF
PHYSICAL EDUCATION**

EDUCATIONAL DIMENSIONS OF PHYSICAL EDUCATION

V. Krishnamurthy., M. A., M. Ed., Ph.D.
Department of Education
Andhra University

Parameswara Ram., B.Sc., M.P.Ed. N.I.S.
Department of Physical Education
Andhra University

MLSU - CENTRAL LIBRARY



93833CL



STERLING PUBLISHERS PVT LTD
New Delhi-110016 Bangalore-560009 Jullundur-144003

STERLING PUBLISHERS PVT LTD

AB/9, Safdarjang Enclave, New Delhi 110029

Sri Maruthi Complex, No 325, Gandhi Nagar, Bangalore 560009

695, Model Town, Jullundur 144003

T:G

MO

93833

EDUCATIONAL DIMENSIONS OF PHYSICAL EDUCATION
1980 V. Krishnamurthy and N. Parameswara Ram

Published by S.K. Ghai, Managing Director,
Sterling Publishers (P) Ltd, AB/9 Safdarjang Enclave, New Delhi-110029
Printed at PRINT INDIA, A-38/2, Mayapuri Phase-I, New Delhi-110064

*Arise! Awake! Stop not!
Till the goal is reached.*

SWAMI VIVEKANANDA

CONTENTS

<i>Foreword</i>	ix
<i>Preface</i>	xi

PART ONE

PHYSICAL EDUCATION AS A DISCIPLINE

1. PHYSICAL EDUCATION AS AN ACADEMIC DISCIPLINE	5
2. PHYSICAL EDUCATION AND OTHER DISCIPLINES	21
3. PROFESSIONAL ETHICS OF PHYSICAL EDUCATION	34

PART TWO

EDUCATIONAL ORIENTATION

4. PHYSICAL EDUCATION—AN INTEGRAL PART OF GENERAL EDUCATION	51
5. EDUCATIONAL PERSPECTIVES	65
6. PHILOSOPHY AND FUNCTIONS	79

PART THREE

EDUCATIONAL BASIS OF PHYSICAL EDUCATION

7. EDUCATIONAL FOUNDATIONS OF PHYSICAL EDUCATION	97
8. INTEGRATED DEVELOPMENT	112
9. PHYSICAL EDUCATION AND THE NEEDS OF SOCIETY	132

PART FOUR

EDUCATION THROUGH PHYSICAL EDUCATION

10. EDUCATIONAL VALUES OF CO-CURRICULAR PHYSICAL ACTIVITIES	148
11. HEALTH AND RECREATION THROUGH PHYSICAL EDU- CATION	164
12. PHYSICAL EDUCATION AS A PROFESSION	180

PART FIVE

EDUCATIONAL IMPLICATIONS OF PHYSICAL EDUCATION

13. IMPLICATIONS OF PHYSICAL ELEMENT	198
14. IMPLICATIONS OF PSYCHOLOGICAL ELEMENT	212
15. IMPLICATIONS OF SOCIAL ELEMENT	225

<i>Glossary</i>	241
<i>Index</i>	246

FOREWORD

Physical Education forms an important part of the educational system even though it never received the importance it deserves. Even though it is included as part of the curriculum from the early stages of education it has never been taken seriously by the educational administrators, the academicians, and the students. It is an accepted fact that a good body and physique are prerequisites for the healthy growth of mind. Everybody talks about it but nobody has done anything substantial to put it into practice. Hence, physical education has been pushed to the last place in the activities of the schools, colleges, and university campuses. In the schools, a physical education teacher exists without the physical facilities to impart physical education to the young and enthusiastic students. In colleges, the physical facilities provided are so inadequate, compared to the large numbers of students that are admitted. The Department of Physical Education is maintained only to draw permissible grants from the Government. It is no better in the university campuses. The department of physical education provides a necessary initiative for groupism, and faction fighting. It is surprising to note that with all the expenditure involved for this particular activity in the educational system, we have not been able to train and bring out sportsmen of at least national standards if not Olympic standards. This sorry state of affairs must be checked and the whole scheme of physical education must be renovated with certain objectives to be achieved. A good stimulus in this direction both in the school and college campuses would transform the modern youth from their present state of frustration and disappointment and make them healthy citizens.

I congratulate Dr V. Krishnamurthy, M.A., M.Ed., Ph. D., Department of Education, Andhra University, and Sri N. Parameswara Ram, B.Sc., M.P.Ed., N.J.S., Department of Physical Education, Andhra University for having undertaken to bring out a comprehensive book on the Educational Dimensions of Physical Education. The sole aim is to project its importance in relation to other academic activities undertaken in colleges and university campuses. We have some write-ups on physical education in the field already, but such comprehensive detailed information as given by the authors mentioned above is a welcome addition to the existing literature. This book is being brought out at the right time to focus the attention of educational administrators to the

needs of physical education, its importance in the all-round development of the child and as a guideline to teachers of physical education, on professional ethics, and to show also how physical education should be conducted as an integral part of general education. I find the treatment of the subject quite exhaustive and instructive and it forms a good base for further researches on different aspects of physical education. I fervently hope that this book will receive due attention from educational administrators, physical education teachers and students and provide the necessary stimulus for their different approaches to improve physical education in our educational curriculum.

R. RAMANADHAM

PREFACE

The part of life most often neglected, knowingly or unknowingly, is physical activity. Physical education teachers are aware of this fact but they also fall into the trap of defining physical education in terms of sports and games, rules and strategies. The general public get a mental picture of muscle and musculature, whenever we mention the term physical education. Thus a comprehensive picture of physical education is missing and whatever work is done gets limited to particular sports activity.

Luckily, there is a shift in the perception of the phenomenon of physical education which has been receiving more attention from academicians, administrators, health scientists, recreation leaders and teachers in general. That is a field which was once considered to be the exclusive preserve of the competitive, the muscle-man, the sturdy and strong, the leisured and non-academic, and has now become a favourite area of those whose primary role in life is to analyse, contemplate and inspire young and old with a feeling to grow, to improve and to develop.

At one stage, those authors who examined sports and games wrote books primarily to describe the nature and value of specific games. At a later stage, writers attempted to investigate other aspects of physical education, may be its contribution to health and recreation, or its curriculum and administration. Besides, there are books describing it as a profession, or tracing its history and growth, various interpretations of physical education and testing and measurement in physical education. No doubt a colourful spectrum of physical education is given but still it is treated as an extra-curricular and extra-educational activity.

This motivated us to search for literature on physical education as a dignified discipline and academic subject but we could not find much information in this direction atleast in India. In fact recent seminar themes like "Physical education—an Academic discipline," "How physical education is an Academic discipline?" etc., have confirmed our feeling that even some of the physical educators, strangely, are not sure whether physical education is an academic discipline or not. Besides, the confusion in the classification of 'teaching' and 'non-teaching' departments has

tended to underestimate the role of certain departments like physical education in places where they were classified as non-teaching. In other words we are blind to the educative values of physical education though we continue to call it physical education. Thus the concept of physical education as merely physical minus education has motivated us to examine and re-examine this field and try to impress upon people the wisdom of looking at physical education as a educative science.

Our goals in this study are rather simple. First, we want to give physical education an educational dimension and a professional meaning. This has automatically implied looking into the educational perspectives and the contribution of physical education in the integrated and total development of the individual. Throughout this book we have treated physical education as an integral part of general education and have deliberately repeated this point and tried to reinforce the idea before going on to analyse the recreational or health values of physical education and its physical or psycho-sociological aspect. However, we have attempted not to take up controversial issues for debate lest we miss the track. Thus, we have considered the wholistic nature of physical education and have not gone into the minor details of any specific activity. There are merits as well as limitations of this book but we are aware of the fact that physical education is too live a phenomenon to be put within the covers of a book.

The second aim of the book is to inspire educators and physical educators to stretch their minds beyond the traditional boundaries of school so that their contribution becomes meaningful and permanent. Thus we wish to stimulate the teaching community to appreciate their roles in the changing needs of the society instead of living in ivory towers of their own. In this we have been, perhaps, rather frank and harsh at times in expressing our practical disappointments, and in asking for our rightful place as 'total academicians' and 'true professionals' committed to the task of all-round development of the student. Thus our intent has been to assist teachers and physical educators in their professional endeavours and appreciate their potentialities in moulding the character and personality of children.

In spite of our best efforts to avoid repetition, some of the following ideas, words, phrases and statements are found recurring, perhaps due to their importance and significance. They are :

- i. Physical Education is an integral part of general education.
- ii. Physical Education is a discipline on par with other academic subjects.
- iii. All-round development of the child.

- iv. Integrated development of the child.
- v. Holistic concept of the child.
- vi. *Physical Education is not just education of the physical or through the physical.*
- vii. *Professional ethics of the physical education teachers.*
- viii. Total education.

We feel that such unconscious repetition is justified in view of their importance and the content and scope of the book.

In a work of this type acknowledgements are due to many authors, colleagues, students and critics who inspired, motivated and stimulated us to think with their cooperation as well as non-cooperation, appreciation as well as criticism, encouragement as well as discouragement. All these shades of behaviour reflected their understanding of the field of physical education and their attitudes towards physical education which gave us clues about the status of physical education. All the authors included in this book, either in the content, footnotes, or references are hereby gratefully acknowledged.

We reserve our greatest thanks and gratitude to Sri M. Gopala Krishna Reddy, Registrar, Andhra University, who inspired us throughout this work.

It is our privilege to have the Foreword of the book written by Prof. R. Ramanadham, M.Sc., D.I.C. (Lond) Ph.D. (Lond), Emeritus Professor, U.G.C. Co-Ordinator, for Affiliated College Development Council. He provided us with stimulating ideas and productive insights.

Finally, we thank Sterling Publishers for encouraging this new venture in the field of Physical Education and for their prompt correspondence and punctual action.

Waltair,
July, 1980

V. Krishnamurthy
N. Parameswara Ram

INTRODUCTION

For some years now the term 'education' has been narrowly used to designate the curriculum followed in the school and the extent of schooling. Now educators have realised that the general term 'education' had restricted the outlook and focused attention on routine teaching and hence they have attempted to give it a broad base and wider scope and objective. Similarly, physical education in schools was earlier considered to be an extra-curricular activity and was pushed to the back seats, whereas now it is accepted as a co-curricular activity.

One of the tragic aspects of our general education is that a large majority of our school and college students have problems like poor health, postural defects, feet defects, over or underweight, defective sense organs etc. Who or what is to be blamed? Our homes, our civilization or our educational system? This indicates a need for serious re-thinking into the scope of education and the necessity for re-defining the scope, objectives and means of educational development. Physical education comes as an appropriate sub-system of our educational system and tries to identify the problems of a student, attempts to offer remedial suggestions, and practical hints for wholesome development.

In the modern sense, the term 'education' aims at training the whole child by means of guided participation. In this respect the term attains a physical significance and hence 'physical education' has become a co-curricular activity. This means education has to take the responsibility of all-round development in the child by means of physical activity and the teachers have to make use of vigorous exercises to develop and maintain a physically fit body, psychologically sound mind, and socially desirable outlook in the child. They have to make use of the demands of team-participation to develop the individual efficiency of a child in the background of his interacting satisfactorily with his peers, and obeying the commands of the physical education teacher and umpire in situations of cooperation and competition. Teachers have been quick to recognize the psychological and emotional demands that are made upon the child and have attempted to guide the child in meeting the demands successfully. Finally, teachers have also made use of the action-situation which involves understanding of principles, strategies, cause and effect, and approach, so that the

child could transfer these experiences into his general education and finally to his life. This has been further facilitated by making physical education a means of providing health and recreation, besides offering professional competence in training them to become physical education teachers. In short, physical education has become an integrated part of general education and also a means of achieving all-round development.

Will the time come when our schools and colleges demand a minimum level of physical efficiency and refuse to admit students who cannot pass a fairly accepted level of physical efficiency test? Such a rigid entrance policy may appear to be demanding but in the long run it helps to achieve the total development of the personality.

Educationally minded people all over the world are looking the facts in the face that if physical education and its allied fields like yoga, gymnastics are to meet the demands of the society and take its due place in the scheme of general education then we must stop thinking merely in terms of competitions and spectators, and medals and championships. There is no point any longer in generating a handful of sportsmen and thousands of passive spectators. It is high time we start thinking in terms of collective participation, mass health, social service, motor development etc and prepare programmes that fit an individual, a small group and the masses finally. In short, physical education should not end with routine activities because activities are not the end but only the means to achieve the end of all-round development in the student. In other words physical education is a tool in the scheme of general education and an integrated part of total education.

Part I

PHYSICAL EDUCATION AS A DISCIPLINE

Chapter 1

PHYSICAL EDUCATION AS AN ACADEMIC DISCIPLINE

Chapter 2

PHYSICAL EDUCATION AND OTHER DISCIPLINES

Chapter 3

PROFESSIONAL ETHICS OF PHYSICAL EDUCATION

PART I

PHYSICAL EDUCATION AS A DISCIPLINE

Physical Education means life itself. At present this field is in the process of change and transformation. Attempts are now being made to bring physical education into the mainstream of academic life from the erstwhile corners of the school. In this process there are both problems and solutions, embarrassment and insights, and finally confusions and adjustments.

In the changing social order and in the changing demands of the nation, this transformation of physical education finds meaning and purposive implications and it was thought that progress in its true sense, and individual development to its fuller extent is impossible in the present trend of one-hour an evening physical education programmes. The current mood of the physical educators is to contribute their resources to the maximum in helping the individual to achieve a fuller growth, but they are faced with the problem of finding the appropriate channels for their contribution. The present thinking is to achieve a full-fledged academic status for physical education so that better contribution can be made and more responsibilities can be shouldered. The advocates of such a proposal, though limited in their number, are quite enthusiastic about their endeavour.

This aspect of transformation includes three aspects, namely, the scope of physical education as an academic discipline, professional ethics of and relationship to other disciplines. Physical education enjoys a vast content though scattered and absorbed into different academic disciplines. This has both created problems, and facilitated its proposed transformation in relation to other school subjects. Similarly, the concept of professional ethics is old in its meaning but new in its orientation. Physical educators cannot afford to remain aloof from the mainstream of education; their important duty is to help the student achieve all-round development and fuller growth. Finally, other disciplines in their own interest should encourage this transformation of physical education and help it to consolidate its ground and achieve the status of an academic discipline.

Chapter 1

PHYSICAL EDUCATION AS AN ACADEMIC DISCIPLINE

- *Characteristics of a Discipline**

- *Problems in making Physical Education an Academic Discipline**

- *How to make Physical Education an Academic Discipline**

IMPORTANT PARTS OF A DISCIPLINE

1* Body of Knowledge or Content which includes

- Perceptions
- Ideas and views
- Concepts
- Arguments
- Judgments
- Generalisations or Facts
- Constructs
- Theories
- Signs - Symbols - Formulas - Equations

2* Instructional Methodology and Research Methodology which includes

- Observation
- Measurement
- Analysis and Explanation
- Prediction
- Control

I

PHYSICAL EDUCATION AS AN ACADEMIC DISCIPLINE

After a serious debate physical educators have speculated upon the possible inter-relationships between physical activity and other domains of knowledge. Besides, it has been thought necessary to enhance the scope, status and purpose of physical education and make it more broad based. Although some exploration had been made now and again of the influences of the social, physical, cultural and psychological context upon human physical activities, there was no serious attempt to bring about cohesion among the various factors that stimulate the human activity and skill acquisition. For example, though accepted in theory, aspects like motivation, aspiration level, self-estimations etc., did not find their due practical place in the physical activities and programmes and even things like group-interaction, competition, cooperation etc., as modifying physical outlook have been done in a routine and mechanical way and quite unscientifically.

In other words, a lot has to be done in the area of physical education to make it a more accepted programme and more meaningful. The recent enthusiasm seems to be to make physical education a full-fledged academic discipline so that it brings to the lime light the hidden talents and aspirations of the youth and channelise their abilities and potentialities in a more constructive way. The line of thinking gaining popularity among educators, is that physical education should no longer be treated as an evening one-hour programme and it is time to bring it into the mainstream of academic life. This felt need is not due to a feeling of inferiority but rather a feeling that the physical human sources are not completely explored and exploited. The physical education teacher feels that he has many more things to contribute to the growing child and is not given opportunities for making full and holistic contributions.

Professional colleges offering B.P.Ed., and M.P.Ed., courses along with certificates or diplomas in specific sport were opened but on a selective basis. With the richness of experience gained over years of observation, physical educators realised that such colleges do not suffice and some sort of reorientation is necessary in the field of physical education. This helped to bring about a positive re-thinking and attempts are now being made to elevate it as a full-

fledged academic discipline like any other arts, science or engineering subject. As a first step there is talk of starting B.A., and M.A., courses in physical education along with facilities for professional training and research studies. At present, there seems to be no college offering B.A. (Phy. Edu.), but M.A. (Phy. Edu). is offered at Chandigarh.

Characteristics of a Discipline

The pertinent question is whether physical education is developed systematically enough to be qualified as an academic subject and if not what preliminary measures are to be undertaken to systematize the knowledge and make it ready to be presented as a course.

To be qualified as a full-fledged academic discipline, any area of study should possess the following characteristics: 1. A sound theoretical basis, 2. Scientific bias, 3. Sensitive tools of measurement, 4. Areas of relationships and differences with other fields of knowledge (specific boundaries), 5. Integrated body of knowledge (curriculum), 6. Specific methodology of teaching, 7. Unique and specific objectives and purposes different from other fields of study, 8. Personnel and facilities.

An attempt is made here to look at the present state of affairs in the field of physical education and critically examine the gaps and loopholes which need to be bridged before making it a really independent discipline.

The qualitative improvement of the theory of Physical Education depends on three conditions:

- the quantification of research findings;
- understanding physical education as a means of control and understanding the theory of physical education as the theory of the laws which govern such control;
- the extent to which interaction between physical education and other scientific discipline can be realised;

A.D. NOVIKOV

relevant activities and offers support to the existing practices, and helps to evolve the methodology of teaching particularly suitable to it. But such a basis emerges only when the persons working in the field are eager enough to develop a scientific orientation and sort out the accumulated information according to its validity, reliability and usability. Besides, they should also understand the relationship between different theories and their impact on methodology. This relationship may be associative relationship, cause and effect correct relationship or superficial relationship, and we should exercise correct judgement in understanding the relationship and in developing theoretical models appropriate to the discipline. An emerging discipline like physical education needs concrete models for research purposes and for purposes of teaching and training.

2. *Scientific Bias*

Science means a body of knowledge which can be observed, measured and verified. Scientific orientation develops only when the professional is not biased in his judgement and takes the pains to experiment with the phenomena and search for the truth. It is true that a physical educator who deals with human beings in blood and flesh has to be humanitarian in approach and cannot afford to be a rigid scientist. The scientific basis of physical education emerged out of a recognition of the primary needs of the human body and the way of maintaining the body in a healthy condition. In other words, the pupil is a part of education and hence he should also be trained to develop a scientific attitude in his activities and behaviour. Any method of training which has a scientific basis helps the students to be observant, exact and to think for themselves. They develop a critical attitude towards their body and its working mechanism and also the habit of weighing evidence, of exercising caution in accepting statements. The scientific approach throws the whole weight of the teaching process on to the growth of the mind rather than on the storing of information. A great deal of time should be spent in working according to scientific principles, whether it is in supervising exercises, using scientific equipment or in working out problems like organising a sport event, counselling a player or training an athlete.

3. *Sensitive Tools of Measurement*

Tests and measurements form the sources of evaluation and give us feed-back as to the existing conditions or the effects of a training programme on the performance. Scientific disciplines have very sensitive tools which can detect minor differences whereas social sciences are not that accurate in measurement. But the validity and reliability of measurement can be increased by using different statistical methods; of course, we have scientific equipment and apparatus like ergometers which give us useful information. So far the tools of measurement in physical education have not become an area of study but now with the recent recog-

nition of the importance of physical development every attempt is being made to increase the sensitivity of existing tools and construct new tools. Research studies in this area help us to design cheaper tools of measurement with specific purposes for usage in physical education.

4. *Area of relationships and difference with other discipline of knowledge (specific boundaries)*

Every discipline has got two types of formation, namely, generalisations and differentiations. The first refers to the information which is derived from other disciplines and which holds good for a discipline in consideration. Differentiation is the process in which an individual can clearly understand and discriminate the information from other disciplines as different from his own discipline. Chapter 2 of this part is devoted entirely to show the relationship between physical education and other disciplines.

5. *Integrated body of knowledge and curriculum*

The richness of a discipline does not depend on the amount of information it has, but on the extent to which this information is coordinated and integrated. This is true especially in the case of academic disciplines like physical education or the other social sciences which are made up of a hierarchy of concepts. For example, games and sports of 'mini' are simple compared to the complex games and sports of seniors not only in terms of the sizes and measurements of equipment, but also in rules and regulations of the play. Besides integration gives a holistic and cohesive structure to the knowledge and helps in transition of lower levels of learning to higher levels.

6. *Specific methodology of teaching*

Every discipline has its own methodology of study, learning or teaching. For example, languages are taught through the method of conversation and aloud, mathematics is taught through problem solving and logical approach, science through the method of observation and experimentation. Similarly physical education can be taught through the activity method which consists of the following steps:

- (a) Orientation through instructions,
- (b) Demonstration by the physical education teacher,
- (c) Practice by the student, and
- (d) Supervision and correction by the physical education teacher.

7. *Unique and specific objectives and purposes different from other fields of study*

Physical education has both broad aims and specific objectives. The broad aims may be to train the students to live a physically fit,

mentally sound and socially responsible life. The specific objectives may be to train the player to learn the principles and movements of basket ball and prepare him to participate in a given match ; or the objective may be to help a patient complaining of muscular pain due to some injury—perhaps give him relief by using physio-therapy; or the objective may be to reduce the body fat and achieve a certain reduction criterion. The physical educator should be aware of the aims and objectives so that he can decide the target, select appropriate methods of achieving the target and get feed-back of his progress. It is true that there may be hurdles in between, but the awareness of goals and objectives help to foresee their nature so that he can be prepared for a better and more successful crossing of it.

8. *Personnel and facilities*

The success of a programme implementation depends on the type of resources, that is, personnel and facilities at the disposal of the physical educator. In the present set of changing needs of the society, the discipline of physical education requires personnel who can be reoriented to the needs of the society and facilities which can be utilised for an efficient implementation of the programme. 'Personnel' does not mean mere academic talents and professional training but needs people with positive attitudes, commitment, inspiration and philosophy. Similarly 'facilities' include not only materials and finances but the ability to plan with insights and use the available materials and space for maximum utilization.

Problems in making Physical Education an Academic Discipline

From the preceding discussion it is clear that physical education has too many hurdles to cross before it achieves the status of an independent discipline of academic interest. The present situation is rather 'raw' because physical education is given a nominal role in the academic programme with a limited scope and purpose. This is perhaps because the opinion of the academic body is yet too traditional and rigid which cannot appreciate the potentialities of this subject. Hence it is essential first of all to reach some kind of understanding on the dimensions of the subject so far as perspectives of physical educators with different backgrounds are concerned. A free and frank debate is necessary to unify the scattered information and integrate the numerous theories. Already a step in this direction has been taken in the form of increasing awareness among the physical educators; and seminars, workshops and conferences are being held to explore and exploit this rich field of human involvement.

SOME VITAL ISSUES IN PHYSICAL EDUCATION

- * Is physical education curricular, co-curricular or extra-curricular ?
- * To have a minimum for pass or not ?
- * Is it whole-time or part-time ?
- * Is physique the only thing in physical education ?

The major problems that physical educators face in making this field an academic discipline are as follows :

1. *Scarcity of literature in the field*

Although we have literature in the form of specific sports and games and to some extent on the values of physical education, we still do not have sufficient material on the foundations of physical education, theories, concepts and methodology of physical education. This is because so far it has had the status of an extra-curricular or co-curricular activity and not that of a curricular activity. This indifference has naturally pushed it to the background.

2. *General indifference of the public and the academic bodies towards physical education*

As has already been said, physical educators have all along been occupying the position of back benches and hence could not raise their voice to the fundamental need of making it a discipline of its own. This has to be changed through educating the public and administrators to the scope and needs of physical education. Of course before expecting a positive response from the administrators, we have to take the pains of giving a unified and global structure to its different aspects.

Due to lack of a positive attitude of society in general and the physical educators in particular, this field could not make any headway in its attempt to emerge as an independent discipline on par with other disciplines. It is high time we corrected our attitude and took a bold step to prove that this field deserves a rightful place in the academic programme of our educational institutes. It is also essential to educate public opinion on the work of getting physically trained and the need for having physically educated persons.

3. *Lack of trained physical educators with academic orientation*

It is a paradox that physical educators themselves do not have an academic orientation except the broader perspective that physical education is an education of physique. This has narrowed

down the perceptions of the physical educationists to the beaten tracks and they miss other potentialities and objectives of movement education. Hence physical educators should be re-oriented to the changing conditions and should be exposed to new needs. At present physical educators are only sports orientation and need academic orientation. Due to lack of academic orientation they have failed to develop an instructional methodology for coaching and physical education teaching. Research in this field is almost unknown to many physical education teachers.

4. *Failure to achieve integration of physical education with occupations in particular and life in general*

The most important cause of lack of integration is that the scope and purpose of physical education could not be completely appreciated by society and by the physical educators themselves. In other words, this only resulted in offering it a nominal place ignoring its contribution to individual development and social welfare.

The most important objective of any government in any country is to maintain the integrity of the country and create conditions conducive to a strong and healthy nation. This objective is impossible without the maximum utilising the physical potential of manpower in the country. This is true especially of developing nations who have to depend more on manpower and manual work than money or mechanisation. This needs more of integrating physical education with other aspects of life like productivity, health, social welfare, leisure time activities, occupations, entertainment programmes and so on. Besides, integration helps to give a holistic structure to any discipline and helps in organising multipurpose activities which help in multi-dimensional growth.

5. *Lack of proper reorganisation and reorientation of the general education itself*

In fact the entire academic programme needs revision and reorganisation according to the changing needs and problems of the society, that is, a sort of overhauling is to be done at least now. This is because mere knowledge for its own sake does not serve beyond the superficial advantage of quantitative accumulation. In the changing conditions physical education can fill up many gaps between the school and society, contribute to the social needs and solve some of the problems of day-to-day life. For example, even the most advanced field like medicine has to depend on physical exercises and movements in curing certain bodily ailments. Hence educators and academicians should take the responsibility of identifying the functional aspects of general education so that physical education becomes an area of special interest reoriented to the health needs of the society.

How to make Physical Education an Academic Discipline

Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles. This is because of change in today's world which is marked by increased productivity through competition and production. Hence the need for recasting the existing education programmes and the need to give every academic subject its due place keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education which is nothing but the education of the individual and his body in its true sense and in its entirety.

Though everyone realises the need for reorganising the field of physical education most of us wonder as to how to make this field a full-fledged academic discipline. So far we have come across only representations and arguments in favour of giving it an academic status but very few practical suggestions are forthcoming. This is because of the very long period during which physical education was sent out of the classrooms and offered a place only in the corners of the school, namely the playgrounds. This step of isolating and segregating physical activities had had many unhealthy set-backs like developing an inferiority complex in the physical educators—with members from other teaching faculties usually referring to them as 'non-teaching' staff. Hence any organisation of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education need not exist in the corners of the school but should extend itself to the classrooms and become the focus or central point of the educational system.

Below are given some steps which are necessary in the process of the metamorphosis of this field into a colourful discipline. These steps are only suggestive and not necessarily exclusive.

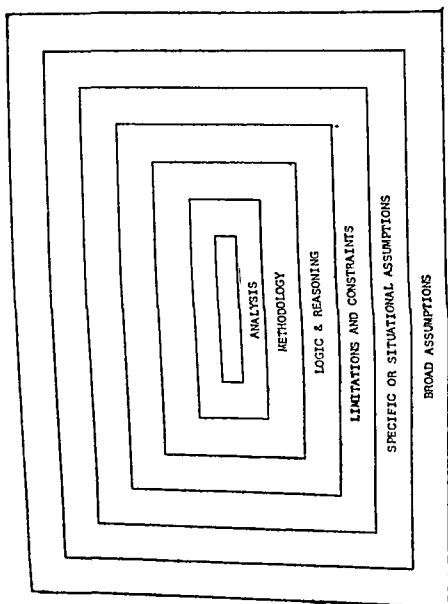
1. The objectives of physical education should be spelt out in non-ambiguous operational terms.
2. The role of physical participation in other academic disciplines like physics, biology, mathematics, and languages etc., should be understood and established in a correct manner.
3. Activities from different fields right from unskilled labour to engineering in which movement is a major component should be compiled and analysed so that the scope and the significance of movement can be better appreciated.
4. Attempts should be made to coordinate different individuals and organisations interested in physical education so that a united effort can be made to achieve full-fledged status.
5. Experts from different allied fields should attend common seminars, workshops etc., so that a holistic curriculum can be designed for physical education.

6. Short-term orientation courses should be arranged for all physical educators to inspire them to make physical education a full-fledged discipline so that its contributions can be maximised.
7. Important bodies like the Central and State Governments and voluntary organisations and private bodies should be convinced of the need for improving the status of physical activities so that they stretch a helping hand in establishing the full-fledged departments of physical education. Also the State and Central governments should be educated to give preference and positive considerations to those students who undergo physical education as a subject or course of study in matters of education and employment. Even now reservations are made for students who have participated in state level or national games but this is just nominal and like a drop of water in a big ocean. In any way the time is ripe to make physical education an important academic subject and the fruits of such an attempt will be quite enjoyable in the national reconstruction.
8. Movement should be related to the societal needs and the needs of the individual.

From the above it is clear that a lot of planning and pre-thinking are the prerequisites in transforming physical education from its traditional roles. Its curriculum should be pragmatic and practical both from the student's point of view and the society's point of view. The learning experience that a physical education student accumulates should develop in him the element of self-confidence, fitness in his body and sportive spirit in his actions. This development of sportive spirit helps in peaceful co-existence among the students and simultaneously provides a strong base for a positive and successful struggle for existence. Already we have been ignoring the role of physical education in national development and no more can we afford to waste our physical potentialities and continue to define or conceive progress in the narrower sense.

SCIENTIFIC ORIENTATION INCLUDES

- * a searching mind.
- * clarity of the phenomenon or problem,
- * unbiased hypothesis.
- * sensitive tools/equipment for experimentation and measurement.
- * systematic analysis.
- * interpretation in the perspective of nation and its needs.



Arthur Foshay¹ has proposed three major criteria for a discipline. The first criterion is that, people concerned be in agreement about the field of phenomena in question, that is, that the domain of the discipline be identified. Second, that the members of the discipline agree upon a set of rules which govern the scholar's attempt both to create and to interpret knowledge. And third, a discipline must have a history which in effect helps to define its domain and establish its rules : "A discipline is a way of making knowledge".

Nixon² has reviewed the ideas of leading authorities and summarised their criteria for a discipline into seven distinguished elements.

1. A discipline has an identifiable domain.
2. A discipline is characterized by a substantial history and tradition.
3. A discipline is rooted in an appropriate conceptual structure.
4. A discipline possesses a unique integrity and an arbitrary quality.
5. A discipline is recognised by the procedures, tools, and methods it employs.
6. A discipline is recognised as a process and noted for its products, knowledge, principles and generalisations.
7. A discipline relies on accurate language for communication.

Physical education is a field of action, field of rules, and field of persons. In effort and achievement, therefore, it acquires a meaning that is very rarely found in other disciplines. The significance of self in activities involving physical participation and movement is really a planned exercise in growth and awareness not that much possible in other areas of learning. These facts are theoretically known to many people but we are not able to express them or teach them to others. In other words physical activities are mechanically designed and not analytically described properly yet. But any designing needs a theoretical framework where ideas can be pooled, judged and laws can be formulated; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

If physical education is to realise its full potentialities and possibilities, its principles and bases require more rational conception and understanding. This kind of transformation of activity into rational conception is done through reformulating the information into a theoretical perspective. This also needs an academic

1. Arthur, W.F. : "Knowledge and the structure of the disciplines" in William A. Jenkins (Ed.), *The Nature of Knowledge: Implications for the Education of Teachers*, Milwaukee, The Edward A. Uhrling Foundation, 1961, pp. 28-41.
2. Nixon, J.E. : "The Criteria of Discipline", *Quest*, 9, Dec. 1967, p. 47.

status in order to allow it to grow to its natural limits. By restricting physical education to the play fields and evening periods we are unnecessarily imposing artificial boundaries and contracting the area of knowledge. This contraction can be removed only when it acquires the status of a full-fledged academic discipline. Besides, an academic atmosphere facilitates intellectual inquiry between the various physical educators and agencies, between various players, between various persons of the community, between the player and the physical educator, between the physical educator and scientist and so on. The basis of such a process of intellectual enquiry is conceptual in nature and hence helps in the further expansion of knowledge in this field. Further, the academic atmosphere helps in the planning and implementation of learning activities which are theoretically sound and practicable.

WHAT IS THE STATE OF PHYSICAL EDUCATION IN INDIA

- * Physical education is still considered as extra-curricular and extra-educational activity.
- * Money provided in the budget for physical education is nominal.
- * The goals of physical education are not clearly defined and not clearly perceived.
- * There is too much recognition given to few skilled students only.
- * Activities are hardly individualised.
- * Activities are not based on progression from class to class.
- * Activities are not developmental.
- * Coaching is traditional and poor and not scientific.
- * Tests and measurement are not properly done.
- * Audio-visual aids and other instructional materials are not used.
- * Parents discourage physical activity, even play.

Whatever its form, education, including physical education, is designed primarily to transmit the cultural values and ideologies of a society, to initiate such values in the younger generation and to absorb the young into the folds of that society. But parents have neither the knowledge nor the time to educate their children in physical activities. And it is difficult for the school to transmit everything about physical education within a limited time of one hour to such a large school population. Even if a teacher, in his

enthusiasm, tries to educate the students, he may face frustrating experiences because students get exhausted after a day's academic work and also entertain the idea that physical education is after all not a school activity. The present practice of pushing physical activities to the end of the school day and not having any evaluation and examination seems to support the students' attitude of indifference towards the subject. Hence the child cannot be convinced as to the importance of physical education unless and until it is treated on par with other academic disciplines.

The democratic constitution of our country provides legal mandate to everyone to pursue his field of knowledge and to pursue a profession of his choice. In other words, every school should take the responsibility of guiding the student according to his resources, wants, abilities and interests. But in the present situation of inadequate facilities and timings allotted for physical education, we do not find many students coming to the fields or sticking to physical activities for a long time. This is not because of lack of ability or interest on the part of the child but only due to lack of facilities provided in the school for full-time physical education. By offering the status of a full-fledged academic discipline we are opening the doors of physical education to many more students and we provide opportunities of satisfying the felt needs of a larger group of students. In other words, physical education cannot afford to shut its doors and play the game of hide and seek with the students, or remain as a luxury of a 'select few'.

Physical behaviour can be better understood only when it is viewed through the perspective within which it occurs. If teaching of physical skills is to reflect wise choices, decisions and actions then it should have a well-developed and fully formulated perspective. Such a perspective offers the scope for developing sound principles and valid concepts without which no proper action can take place. As a part of the total education, physical education needs an academic perspective where reflective examination, constructive debate, and critical insight into the nature of physical activity can take place and improvement can be stipulated and achieved.

In short, there are many reasons to show why physical education needs an academic perspective and the status of a full-fledged discipline. In our own interest of helping the student to the maximum, in our interest of improving our own image, and in our own interest of cutting down the routine and traditional curriculum of the school into size, we require exploitation of this potential field so much related to the physical growth of the child. The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problems of life. No doubt physical education comes as a handy-means in this respect and helps the child to interpret and manipulate the external world, offers an educational dimension

to the activity and tries to bridge up the gap between school and the physical world.

Resume

Physical education portrays the changing social set-up and objectives of education and itself is in the process of transition from the traditional exercises and games to the modern position of an independent academic discipline, an area of research study and a means of total development. It is true that it does not fulfil completely all the pre-requirements of an academic discipline, but it is aware of its own limitations and physical educators are trying their best to consolidate their theoretical ideas and achieve a cohesion along with appropriate changes and steps to be taken in the theory, practice, measurement and evaluation of physical education so that it satisfies all requirements and really becomes an academic discipline. In this chapter the points discussed are: a sound theoretical basis, scientific bias, sensitive tools, specific boundaries, curriculum, methodology, objectives and personnel. Further, a study is made of the limitations and problems and suggestions given, as to the things to be done and steps to be taken in making physical education an independent discipline. Throughout this chapter we have emphasised the need for making physical education a full-fledged discipline, at the same time we are in no hurry to label it an academic discipline when it is not completely ready to shoulder the responsibilities of a full-fledged discipline. Thus the focus of the chapter is the metamorphosis of physical education from a rough looking caterpillar to a colourful butterfly. But the most important condition for such a metamorphosis is proper feeding and nutrition, without which neither the caterpillar nor physical education can achieve a colourful transformation.

REFERENCES

- ARNOLD, P.J., *Education, Physical Education and Personality Development*, Heinemann, London, 1970
- BUCHER, C.A., *Foundations of Physical Education*, The C.V. Mosby Company, The Saint Louis, 1974.
- FELSHIN, J., *Perspectives and Principles for Physical Education*, John Wiley and Sons, New York, 1967.
- GLASSOW, R.B., *Fundamentals in Physical Education*, Lea and Febiger, Philadelphia, 1932.
- NASH, J.B., *Interpretations of Physical Education* (Nature and scope of examinations), Vol. II, A.S. Barnes and Company, New York, 1931.
- OBERTEUFFER, D., et al., *Physical Education*, Harper and Row, Publishers, New York, 1970.

- RICE, E.A., *A Brief History of Physical Education*, A.S. Barnes and Company, New York, 1935.
- SCHEIN, E.H., *Professional Education, Some New Directions*, McGraw-Hill Book Company, New York, 1972.
- SHARMAN, J.R., *Introduction to Physical Education*, A.S. Barnes and Company, New York, 1934.
- WAYMAN, A.R., *Education through Physical Education*, Lea and Febiger, Philadelphia, 1934.

Chapter 2

PHYSICAL EDUCATION AND OTHER DISCIPLINES

- * Physical Education and Bio-Sciences.
- * Physical Education and Behavioural and Social Sciences.
- * Physical Education and Engineering and Technology.

"The new Physical Educators are not primarily interested in athletics and coaching but, instead, want to improve the teaching of physical education to the rank and file of the population. They understand the biological, psychological, and sociological worth of physical education to human beings and are dedicated to helping their students achieve a higher state of physical, mental, emotional, and social fitness".

BUCHER, C.A.

From Secondary School Physical Education, The C.V. Mosby Co., Saint Louis, 1974, p. 16.

2

PHYSICAL EDUCATION AND OTHER DISCIPLINES

The history of physical education itself becomes a very interesting area of study, right from the time. Aristotle described the actions of the muscles and the way in which he subjected them to geometrical analysis, up to the present-day when experts talk of specific areas of physical education like physiotherapy or play therapy. There are people, events and their theories marking the various turning points in this field. For example, the Hydrostatic principles of floating bodies given by Archimedes are valid in the Kinesiology of swimming. Similarly Galen's study of human motion, mechanics of the body described by Galileo's laws of falling bodies, Newton's laws of motion are but only the intermediary stages of scientific explosion which the modern physical educators have successfully borrowed and used in their discipline. In fact, this is the way in which any discipline has to grow and develop into its own independent structure of knowledge.

There are other important things that physical education has smuggled into its field, the first-aid from medicine on one extreme, and yoga from philosophy at the opposite extreme with pockets of study in-between. Along with conceptual development there is also a corresponding development of types of games, the equipment, playing conditions, techniques of coaching, play organization and administration, use of tests and measurements in physical education and so on. This has helped in increasing the number and types of beneficiaries of physical education. Once physical exercises were used in military training of Greeks and Romans. At one stage it became an evening activity to engage school children. Now all sorts of people—women, patients, people who need body control, athletes, professionals, the military services, recreational groups, tourists, all use physical activities of one form or the other and derive benefit for professional purposes, recreational needs, health needs, as a source of pastime, physical fitness, proficiency in particular sport, body conditioning and discipline and so on.

The most important point that a physical educator should remember is that his field is becoming an independent academic discipline which has content, methodology and equipment. Though derived and assimilated from other disciplines, they have become

appropriately understood, reinterpreted and adopted into this field. Of course, the physical educator should be aware of his role and responsibilities in enriching his knowledge so that he can be a real asset to the field. His work does not end with learning a few games and their rules. In fact, this is a relatively smaller responsibility compared to the other contributions that he has to make to the discipline and to the community and to the student.

Philosophy and Physical Education

There is a natural relationship between philosophy and physical education because philosophy is the source from which other disciplines emerged and got their individual identities. Especially a field like education has the maximum relationship with and impact from philosophy because of the contributions of the older philosophers like Socrates, Plato and Aristotle, medieval philosophers like Francis Bacon (1561-1626), Rene Descartes (1596-1650) and later John Dewey (1859-1952).

Hence the essence of philosophies have led to certain educational and physical educational practices. A physical educator has to look towards philosophy for inspiration and information. In his over-enthusiasm to achieve an independent status of the discipline he cannot afford to ignore the role of philosophy in physical education or forget the relationship between the two.

Chapter 6 is exclusively devoted to the philosophy and functions of physical education. It is essential to give a thought to the statement of Wood and Cassidy who feel, "A modern philosophy of education must meet the demands in our social life by (1) the rapid growth of democratic ideals and institutions, (2) the new industrial life, and (3) the development of experimental science with its basic idea of evolution."¹

The philosophy which forms the basis of the natural movement in physical education is consistent with that of general education and was formulated as a direct response to the recognition that our older practices and ideas in physical education were consistent with the modern philosophy of education. In general, philosophy and physical education are related in terms of their conception of the individual and the individual in a group, and the way in which an individual is to be handled.

Other Disciplines

The field of physical education has drawn its theories, content, methodology, evaluation tools, and activities from other disciplines and is now trying to consolidate its structure and trying to emerge as a new full-fledged academic discipline. In other words it has its foundations in other disciplines and hence is highly inter-

1. Wood, T.D. and Cassidy, R.F., *The New Physical Education*, The Macmillan Company, New York, 1934, p. 27.

disciplinary and multi-disciplinary in its nature but this is true of any field of knowledge and not peculiar to this field alone. This is the process of evolution of knowledge and thus it includes both generalised and specific aspects of this field. Attempts are to be made to identify the set of general aspects and the specific aspects and give due weightage to them. This is essential to demarcate the primary and secondary aspects of knowledge and the relationship among them so that the field can be considered in the total perspective. Otherwise there is the danger of duplications and omissions. This demarcation is possible only when there is a set of trained curriculum designers who can plan the structure of the academic discipline in its compact and holistic pattern and recognise the relative importance of various facts without breaking the continuity and cohesion. Hence the immediate need is to coordinate all the interested people in the field and form a team of experts.

As has already been said, the first step of the team is to understand relationships and differences that exist between other disciplines and physical education. The other disciplines that we have to consider may be physiology, biochemistry, biophysics, anthropometry, psychology, sociology, kinesiology, anatomy, engineering and mathematics.

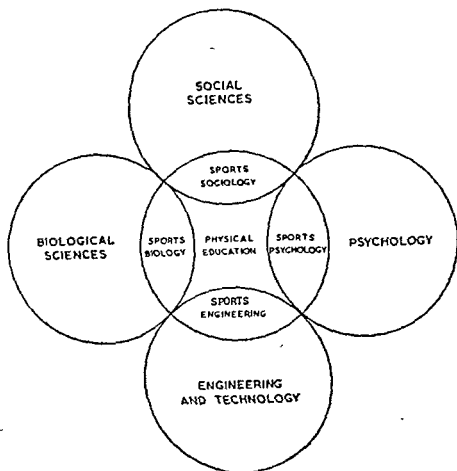
Physical Education and Bio-Sciences

Anatomy is the science of structure of the body. This science helps a student to know the structure, locomotion and movement of the skeletal muscles. It reveals the relation of function to structure, the physical abilities of skeletal structure and movements of various joints.

Movements of human action depend upon muscular contraction; muscular contraction is not an isolated process, but it depends upon digestive, excretory, respiratory, circulatory, and nervous systems. Knowledge of physiology of muscular contraction is a necessary tool in learning motor skills. Various principles are thus derived from physiology which help a physical educator to find out ways and means to make motion more efficient and skilful.

Kinesiology has a broad spectrum because of the unique contribution of mechanics. The laws of mechanics related with fundamental mechanics and dynamic motion are employed in various sports. During recent years the concept of kinesiology has broadened more because of the unique contribution of mechanics to sports and physical education.

The laws of sport mechanics are related to fundamental techniques and skills employed in the various sports activities and dynamic motion. The knowledge and application of various principles of equilibrium, motion, force etc., will provide perfection in performance. The coach requires the knowledge to analyse the motion in mechanical terms which can help him to evaluate the validity of



the fundamentals of the sports-skills that he is teaching.

Biology

One of the important applications of biology to physical education involves the theory of evolution. Specific application of certain basal ideas gained from a study of the evolution of life is made in a naturalized programme of physical education. If man is a product of evolution, we have to base his future developments on the same natural scheme of evolution and change using the activity drives that are inherent in us. Unless man-made physical educational efforts and nature's efforts act in the same direction with cooperation and coordination, great loss and harm are likely to result. According to Wood and Cassidy: "The principle and plan of evolution and development must be appreciated and understood by adequately trained teachers of the scientific method in physical education, because successful training of children and youth must be coordinated with nature's methods and with the

inherent impulse to action with experience in the human being.”² The movements which are most valuable to the development of the individual are the natural, big brain—muscle movements, which have served to develop the race. These are walking, running, climbing, dodging, throwing, and the like—the movements by which primitive man obtained his food and defended his own life. “The main elements in natural movements such as are made by animals and children who have not yet learned artificial movements, are efficiency of movement and rhythm.”³

Physiology

It is a pity that many of the physical education teachers are so ignorant of the discoveries of modern physiology or so rigidly tied in their theory and practice that they have not used and applied the available and proved information and facts offered by such a closely related science like physiology. Modern physiology has given us knowledge about the action of muscles, fatigue of muscles, heart strain, and exercise, ductless glands and the effects of their secretion on growth, and so on, which are important in designing and regulating further developments of physical training programmes based on the idea of change to fit new physiological knowledge and needs in our field.

Physical Education and Social and Behavioural Sciences

Physical education is essentially physical behaviour in social settings like classrooms and play grounds and hence it involves certain dimensions of social behaviour which directly or indirectly influence the all-round development of a player. Therefore, a physical educator has to know the relationship between physical activities and social and behavioural sciences. Besides social and behavioural theories and processes have their relevance to and impact upon physical education. For example, aspects like selection of players, emergence of a captain, psychological reactions of the winners and losers, type of conditioning that a player gets, reactions of the spectators, decisions of the umpire, etc. are the important aspects of physical training which can be predicted or even controlled to some extent if the physical educator is aware of the social and behavioural factors that operate in a given play situation. This helps the physical educator to handle problem-situations psychologically and think about his programme in terms of social welfare and their contribution to the behaviour of the individuals. The major contribution of social and behavioural sciences seems to be in the professional training programmes for physical educators, namely, the B.P.Ed. and the M.P.Ed. courses. Many of our professional colleges have included the psychological and sociological foundations of physical education in their courses.

2. Wood, T.D. and Cassidy, R.F.: *The New Physical Education*, The Macmillan Company, New York, 1934, p. 47.

3. *ibid.*, p. 48.

Thus, social and behavioural sciences seem to have an important place in designing the course-structure of physical education. If the physical educator does not know the science of behaviour, that is psychology, then it is most unlikely that he would succeed in bringing about the desirable behavioural changes in the players or be able to design appropriate programmes. In fact, physical education itself is a behavioural science, which can for all practical purposes be defined as the modification of behaviour of players in a controlled environment like a playground through appropriate physical activities like games. The selection of physical activities depend on the developmental stages of children and their characteristics, that is why the 'mini' class needs a different type of play activity or the same type of games but with play materials of smaller size and measurement than their 'junior' or 'senior' counterparts. To shape the play behaviour, and to bring about desirable changes it is necessary for the physical educator to study the science of behaviour to the play situation.

Psychology

The natural movement in physical education is founded upon a knowledge of various elements in modern psychology like the nature of experience, the laws of learning, motivation, needs, individual differences, emotions, transfer of training, etc. Physical education is fundamentally based on the proposition of knowledge of the nature of an individual and his needs. Further, it makes an application of such knowledge and aims, methods and theories to direct and modify the original tendencies, impulses and 'raw' movement so that the child becomes a more useful person, and better fitted for the physical conditions of life. Therefore in a natural programme of physical education there are no formal and meaningless exercises. The traditional view of physical activities and play are substituted with emphasis on sportsmanship and other civic and social responses like honesty, fair play, courage, loyalty, etc.

Chapter 14 is exclusively devoted to the discussion of the psychological element of physical education.

Sociology

Sociological studies throw light on human nature and its expression in group living. Physical educators need a foundation, for the formulation of physical programmes, not only of original nature (biology and physiology) but also of the social and cultural forces which modify physical behaviour and of the ways in which these forces have acted in the past in the sociological history of man.

The application of sociological studies to educational needs necessitates training for social participation, for emotional expression, for the development of motive, for character development and for sound moral concepts; and upon these needs has the natural move-

ment programme found its basis. It definitely aims to develop the social qualities needed for successful group life.

In game situations, social responses are learnt and assimilated and basic training received in relation to honesty, fair play etc., the rudimentary elements of character training.

Notable among these programmes/movements are the playground movement, the Boy Scouts, the Camp Fire Girls, the Girl Scouts, the Folk Dance revival, and the camping movement.⁴

Other Disciplines—Geometry and Mathematics

Physical education or any situation emerges out of the interaction between a play and the player. In the course of this interaction certain results emerge; some of which can be measured and others only be described. This measurement is in the form of scores like running speed, or number of balls basketed, or the number of persons made 'out' in cricket or kabaddi, or the maximum amount of weight in terms of kilos lifted in weight lifting or the number of pull-ups made in a given time etc., and these are all occasions wherein the physical educator has to depend on the system of counting and the units of counting. Otherwise it is impossible to evaluate or compare performances. Though this looks like the contribution of an elementary mathematical knowledge, the final decision of giving away the silver cup is based on the soundness of this elementary maths. Similarly, the relative performance of the two sides playing a game is also evaluation in terms of the differences between the scores of the two teams.

The second contribution that mathematics or geometry makes in the field of physical education is in the matters of fixing the standard dimensions for play fields and play materials. For example, the basketball court differs from a football field both in dimension and shape. In the same way, the court for a 'mini' or junior is different from that of a senior. Play materials like football and volleyball differ not only in sizes but even in its make. Similarly, tennis rackets are different from badminton rackets. The mathematical knowledge helps the physical educator in a third way also, i.e., in his coaching work. For example, in the 5,000-metre item the lines of the track form a concentric oval. This factor operates psychologically on the running behaviour. Usually the coach asks his players not to run side by side because it results in taking unnecessary exertions and getting exhausted too early; of course, we usually give the advantage by drawing the staggers but still the fatiguing effect of running side by side operates as every round (400 mts) adds up 4, and on the total it makes a difference of 50'. Hence the physical educator should be careful enough in guiding the students properly in utilising their energies in a scientific way.

4. Wood, T.D. and Cassidy, R. F.: *The New Physical Education*, The Macmillan Company, New York, 1934, pp. 51-52.

3. What are the situations where this particular theory or concept is not applicable to physical education?
4. What are the reasons because of which this particular theory or concept is not applicable?
5. How can we justify the inclusion or exclusion of a particular theory or concept with regard to physical education?
6. What are the concepts which belong mostly to physical education itself and not very much derived from or based upon other disciplines?
7. What are the concepts, theories or principles which cannot be applied directly to physical education as it is and need to be reinterpreted and reoriented for physical education?
8. What are the theories or principles or concepts which need to be questioned for inclusion in the curriculum of physical education?
9. What are the theories, concepts or principles which are given in one form in other disciplines and some other form in physical education?
10. What are the practical applications of a given physical activity?

Should scientific congresses be held in connection with Olympic games, and should science be represented not only in the form of applied science engaged in the care of athletes, but also as an informing, reflecting and critical authority? The organising committee for the games of the Olympiad⁵ answered this question in the affirmative, and the results have justified this decision.

Scientific congresses help the discipline to review itself. This includes a review of its content, its relationship with other disciplines and the areas where inter-disciplinary approach is necessary. Review of the content of a discipline helps to build a theory of its own, verify its principles and laws and frame its concepts. Besides, subjects which are practical in nature include a kind of skill analysis so that the academicians can come out with suggestions regarding methodology of inculcating these skills; for example, motor skills may be learnt by methods other than conditioning. If so, what methods can we adopt in our physical education training programmes? Thus we must review the discipline in terms of its concepts and skills to make physical education a full-fledged discipline distinct from other disciplines.

Relationship of this emerging discipline with other disciplines is rather a difficult problem. At the outset we can easily say that physical education and anatomy or physiology are related because our profession deals with movement of body parts. Many of the physical

5. Herbert Kunze, "Willi Dqune" in *Sport in the Modern World—Chances and Problems*, edited by Ommo Grupeetal, Springer-Verlag Berlin, New York, 1973, p. 111.

educators know this much but fail to give the specific ways and areas in which physical education and physiology are related. The physiological foundations of physical education is not completely known to us. Hence any scientific congress helps to sort out the differences and relationships between physical education and other disciplines and enrich the basic knowledge of the physical educator.

Regarding the need for an inter-disciplinary approach, the physical educator needs a comprehensive understanding of various disciplines and the inter-relationship, so that he can develop a holistic view of the knowledge that he is teaching to his students. The Scientific Congress, Munich (20th Olympiad 1972), has made the following suggestion: "What is needed is constant contact between doctors, pedagogues, physiologists, anthropologists, sociologists, specialists in bio-mechanics, and representatives, of other scientific disciplines, as well as between all these groups and the trainees and teachers. It was intended that the congress, with its interdisciplinary approach to questions and themes should stimulate and encourage such contact. What must arise from this are discussions among specialists beyond the narrow bounds of specialized subjects, the formulation and discussion of problems of common interest by various specialized disciplines, formal and informal organizational and working arrangements, and the development of an appropriate inter-disciplinary machinery and consciousness."⁶

Summary

Professionalisation is the natural outcome of a lively phenomenon like physical education which deals with entire life. But being professional means not mere privileges and recognition but more of role and responsibilities. If a person wants to do justice to his profession and to his professional membership then he has to develop certain mental attitudes and skills, undergo a few untold stress and sacrifices. This is more so for physical educator who advocates the concept of sportsmanship. In this chapter, the theme is professional ethics and the points discussed are : code of behaviour, philosophy of the profession, professional attitude, professional commitment, and job satisfaction. These factors are discussed keeping in mind both the present day trends and factors associated with inculcating or inhibiting the attributor in physical educator. It is attempted to bring home the point that professional ethics should be self initiated rather than laid down by an external authority. Besides the need for internalising professional ethics in the personal interest and for self-development is emphasized. The secrets of successful professional achievement is not a mysterious phenomena but within the reach of any member of the profession and hence the success or failure of professionalisation is in the hands of the physical education teacher himself. Thus the focus

6 Ommo Grupe et al. (eds.): *Sports In the Modern World—Chances and Problems*, Springer-Verlag, Berlin, New York, 1979, p. XIII.

of this chapter is the professional transformation of a person from the post of physical education to the profession of physical education. And there are steps to take to achieve this goal.

REFERENCES

- BARROW, H.M., *Man and his Movement : Principles of his Physical Education*, Lea and Febiger, Philadelphia, 1973.
- BUCHER, C.A., *Foundations of Physical Education*, The C.V Mosby Company, Saint Louis, 1972.
- *Dimensions of Physical Education*, The C.V. Mosby Company, Saint Louis, 1974.
- GLASSOW, R.B., *Fundamentals in Physical Education*, Lea and Febiger, Philadelphia, 1932.
- INSLEY, G.S., *Practical Guidelines for the Teaching of Physical Education*, Addison-Wesely Publishing Company, Massachusetts, 1973.
- NASH, J.B., *Interpretations of Physical Education*, (Professional Preparation), Vol. V, A.S. Barnes and Company Inc., New York, 1935.
- OBERTEUFFER, D. *et al.*, *Physical Education*, Harper and Row, Publishers, New York, 1970.
- SCHEIN, E.H., *Professional Education: Some New Directions*, McGraw-Hill Book Company, New York, 1972.
- SHARMAN, J.R., *Introduction to Physical Education*, A.S. Barnes and Company Inc., New York, 1934.
- WAYMAN, A.R., *Education Through Physical Education*, Lea and Febiger, Philadelphia, 1934.

Chapter 3

PROFESSIONAL ETHICS OF PHYSICAL EDUCATION

- * **The Academic Profession.**
- * **Aspects of Professional Ethics.**
- * **Professionalization of Physical Educators.**

TEACHERS : WHAT DOES YOUR PROFESSION OFFER YOU ?

- * **An opportunity to guide and shape young people's lives.**
- * **Membership in one of the important professions to develop the nation.**
- * **The company of young people which makes you feel young.**
- * **Opportunity to associate yourself with intellectuals and social reformers.**
- * **Opportunity for self-growth and self-improvement.**
- * **Monetary benefits like salaries, pension, medical care.**
- * **A noble place in the hearts of your grateful students.**

PROFESSIONAL ETHICS OF PHYSICAL EDUCATION

The Academic Profession

According to Schien,¹ the academic profession involves a full-time occupation, a sense of calling, a long period of education, specialized knowledge, service orientation toward students, strong informal criteria for 'licensing' via the granting of tenure by colleagues, assumed ethical standards, autonomy, review only by colleagues, specific expertise rather than general wisdom, and lack of self-advertisement. The term 'profession' is ambiguous, however, in that it involves several roles within a role and a nebulous client concept.

In his role as teacher the professor has a mission (teaching) but he has neither professional training as a teacher nor a well-defined client. In one sense the student is his client, but he often deals with students as a general client category, not as individuals with particular problems. Yet much of what the teacher decides to do *vis-a-vis* his students is predicted upon the assumption that it is his job to fulfil society's needs for a responsible, useful and well-educated citizen, hence, in the second sense, society is the real client. Many teachers try to inspire and encourage students about their particular discipline and select material on the basis of what they feel the student should know if he is to pursue that discipline; in this case teachers are trying to meet the needs of the discipline or field as the real client. The field of teaching does not have clear norms as to which of these clients is to be served or what moral standards and norms to be adopted.

Defining a Profession

The concept of the professional cannot be easily defined by any single criterion. Schein² has given a list of the following criteria from an analysis of the writings of a number of sociologists³ who

1. Schien, E. H., *Professional Education—Some New Directions*, McGraw-Hill Company, New York, 1972, p.12.
2. *ibid.*, pp. 8-9.
3. As cited by Schien (*ibid.*) Eg. Goode, 1957; Blau & Scott, 1962; Barber, 1963; Hughes, 1963; Gilb, 1966; Abramamson, 1967; Parsons, 1968; Gross, 1969; Moore, 1970; Wilensky, 1964, p. 8.

have studied the professions intensively during the past several decades.

1. The professional has a full-time occupation.
2. The professional has a strong motivation as a basis for choice.
3. He possesses a specialised body of knowledge and skills acquired during a prolonged period of education and training.
4. He makes decisions in terms of general principles, theories or propositions (by Universalistic standards in terms of Parson's (1959) Pattern variables.
5. He has service orientation.
6. His services to the client is based on the objective needs of the client. The professional relationship rests on mutual trust between the professional and the client.
7. The professional demands autonomy of judgement of his own performance.
8. Professionals form professional associations which define criteria of administration, educational standards, licensing or other formal entry examinations, career lines within the profession, and areas of jurisdiction for the profession.
9. Their knowledge is assumed to be specific.
10. They are not allowed to advertise or to seek clients.

Professional Ethics of Physical Educators

So far physical educators have had limited areas of operation, roles and responsibilities but with the present attempts to enhance their status their responsibilities have become manifold. A constructive professional ethics helps them to successfully accept this responsibility. Professional ethics makes them accept their roles with seriousness. Besides, it helps them achieve a common frame of reference so that exchange of ideas become easier and functional.

The concept of professional ethics is not unique to the field of physical education. Professions like medicine and law have well laid down professional ethics which boost the morale of the professional and improves his image by positive lines of action. For example, a doctor feels that it is his responsibility to save the life of even a dead enemy. Similarly, in the eyes of lawyers justice is greater than blood relationship; in the same way professional ethics of physical education helps to glorify the virtues of this noble profession. Professional ethics is like a catalyst it inspires the physical educator and directs his professional activities. Right from the beginning, there were discussions and exchange of ideas among physical educators about this aspect and there is no disagreement as to the need and significance of professional ethics for physical educators.

Professional ethics is nothing but a set of rules and regulation related to the code of conduct and ethical behaviour of a professional. It signifies the do's and don'ts of a profession and the position of an individual in the moral matrix of social behaviour. It implies that personal benefits are not the motto of life and service is the highest objective of a profession. Hence the professional code of conduct may demand sacrifices and may throw burdens which are to be shouldered at the cost of personal benefit but such an involvement and commitment helps the profession to grow to its natural heights of glory. These codes and ethics are not meant for being thrust upon an individual but an individual is to be ready to accept them voluntarily and willingly, with an open heart and conscious mind. Codes of a profession is a system of intrinsic discipline.

Professional ethics includes the relative importance of the person and the institution in their professional interactions and the methods by which one could give both the institution and person some protection. In this sense professional ethics becomes an important component of any profession and it should be given due weightage in the organisation and administration of an institute. The fundamental contribution of professional ethics is that it demarcates the things to be done and things to be avoided in a profession so that it helps to avoid areas of conflict and makes the physical educator aware of the expected modes of behaviour and standards or norms of a profession. Such a specification is necessary in view of the changing roles and complex professional atmosphere. The only thing is that a professional should be aware of the professional ethics, appreciate their value and welcome it. It should become a source of inspiration and an opportunity for the physical educator to make his maximum contribution and justify his existence.

Some Aspects of Professional Ethics

Certain professions have well laid down professional ethics and codes of conduct as already mentioned whereas in some professions they are taken for granted. It is true that professional ethics need not be rigid and strict but they should be functional and operational. There is no use of professional ethics thoroughly documented but never followed in practice. That is professional ethics deserves not lip sympathy but internalization. This is possible only when certain working conditions are created and certain privileges are given along with duties and responsibilities. Working conditions and privileges are necessary to motivate the physical educator; and duties and responsibilities are necessary to specify his area of participation. The real strength of any profession lies not only in its productivity but, perhaps more so, in its ethical behaviour. Productivity is a visible function and ethical behaviour, though not necessarily visible, is an important function and has a long-range significance. Ethical behaviour, because of its moral component helps the physical educator to become a model so that the students

take pride in imitating him. In this respect also a person with high professional ethics helps to shape the personality of his students in a constructive manner, especially during the flexible stages of development.

The most important function of physical education is to provide the necessary physical environment which facilitates the all-round development of the individual and makes him a good *citizen* in the true sense of the phrase. The means of such total development may be through the media of sports and the place of operation is not restricted to the boundaries of playground. In this process of physical development, a set of variables operate, some of which relate to the personal views and opinions of both the student and physical educator. The physical educator should know how to tackle a problem situation, how to make decisions and how to implement them without going against his professional ethics. The right judgement and right of judgement are the two sides of professional ethics wherein the morality and morale of the teacher take their roots and result in the fruits of the profession. The physical educator should know where to draw the golden line and where to apply the golden rule.

The fundamental disadvantage of not following the professional ethics is that though it has the initial advantages of satisfying the ego of the teacher and provides him some personal benefits, in the long run it leads to the disorganisation of his own personality because of continuous development of complexes in him and finally his behaviour cannot be justified either by himself or by the observers. Lack of professional ethics builds up the habit of inconsistent behaviour and his role as an umpire will be suspect. Such a professional though succeed in pleasing certain individuals, becomes a scape goat of their comments throughout his career.

CRITERIA OF A PROFESSION

- Scientific Basis.
- Extended period of preparation,
- Specialized skills.
- Service motive.
- Body of literature and scholarly achievements.
- Code of ethics.
- Professional associations.
- Accreditation.
- Certificate of license.

BARROW, H.M.

From *Man and his Movement : Principles of his Physical Educations*, Lea and Febiger, Philadelphia, 1972, p. 90.

Professional ethics also includes the philosophy of physical educator. Philosophy means thinking, thinking with a human touch and with moral implications. Any profession including that of physical education has its own philosophy which supplies the aims and objectives and provides the flesh and blood of the profession. In fact the explosion of knowledge is the contribution of the philosophers and any academic discipline has a string of philosophers serving its purposes. Even in the modern society every academic discipline is the outgrowth of philosophical foundations and the superstructure is drawn out of other foundations like psychology, sociology, technology and so on. But philosophy has no meaning if it does not inspire the professional to put his philosophy into practice. The primary cause for the low prestige and image that any profession gets is either the absence of a strong philosophy behind the profession or the failure to put the philosophy into practice. The philosophy of a profession should be functional, useful and clearly known to the people concerned.

A professional philosophy becomes functional when it inspires the professional and makes him to act. His philosophy should be reflected in his thinking, speaking and acting. These are the three respective faculties namely the mind, the vocal system and the psychomotor system involved in his behaviour. Hence *positive thinking*, *positive speaking* and *positive doing* are the indicators of sound philosophy. The Indian philosophers called this *Trika-rans* that is *manas*, (mind) *vak* (speech) and *karma* (activity). Inconsistencies and imbalances in any of these three systems reflect the absence of a sound philosophy of the profession. Hence the professional training of physical educators should include the philosophy of the profession along with the professional ethics. Otherwise, the training becomes not merely incomplete but amounts to almost no training at all. This is because even an expert who does not know the philosophy and ethics of his profession is not the right person to look after the affairs of teaching his students.

Professional ethics also includes the attitudes of the person towards the profession, that is, the value that he gives to his profession (positive or negative), and the way he looks at his profession. In fact, attitudes are the drive and source for any behaviour and a positive professional attitude results in a positive behaviour. The role of attitudes is very significant especially in social behaviour. A discipline like physical education is loaded heavily with physical activities in a social set up. Sports situations involve both competition and cooperation, winning and losing, risk and safety. On the one hand it contributes to the health and well-being of an individual and on the other it involves a strong element of risk. Thus not only the attitudes of the players but even that of a physical educator towards sports are formed overtly or covertly and determine his behaviours and decisions. Hence the physical educator must be able to discriminate situations on the basis of which he

should form attitudes, and situations on the basis of which he should not form attitudes.

Any profession thus appears to involve a network of attitudes also. It is true that in spite of his better judgement a professional cannot remain free from attitudes. But it is essential that we should be objective in forming attitudes and frank in expressing them. An attitude formed on the basis of subjective impressions is as dangerous as an attitude not expressed frankly. This is because subjective attitudes are highly biased and attitudes not freely expressed are highly harmful as a potential source of emotional outbreak. These two aspects of attitudes lead to an unhealthy philosophy towards the profession and results in unholy motives. A professional should strive his best not to be the victim of subjective attitudes, judgements and decisions. This can be achieved only when an individual is able to estimate the real situations and infer or interpret them with an open mind and welcome situations irrespective of his likes and dislikes. This does not mean that a professional should take the philosophical extreme of detachment but at the same time he should not have any undue attachment or leaning towards a few individuals or situations. Such a balanced mind is the prerequisite for a sound philosophy and positive ethics towards a profession.

A successful professional should also need commitment in his profession. Commitment includes strong involvement and active participation so that a person identifies himself with his profession. A committed physical educator is an asset to his discipline and is one on whom responsibilities can be delegated with trust and confidence. A committed professional has the potentialities to contribute to his field and bring forth a significant turnout. The achievement of any academic discipline is due to the committed individuals that the discipline acquires. Some times commitment necessarily involves personal disadvantages and even risks but the professionals should be willing to undergo such risks and face problems for the development of the profession. In other words a committed professional gives weightage to the profession and not his personal or individual benefits. Commitment has its own dividends in the form of job satisfaction and professional growth. An outsider may not be aware of the hurdles that a professional has to face in handling situations with a committed effort but committed service to a profession does not go unrecognised. The recognition may not be immediate, but may come after sometime; the recognition may not be universal and total but important persons in the field do recognise a committed worker. The reward may not be monetary or materialistic but significant only socially or psychologically.

A TEACHER HAS TO BE

- T : Tactful
- E : Efficient
- A : Affectionate
- C : Curious
- H : Healthy, Humorous
- E : Enthusiastic
- R : Responsible

Commitment results in job satisfaction. A committed individual returns home in the evening with a feeling of deep satisfaction. He looks into the profession with a pleasant mind and considers it as a source of professional enlightenment. In this, he is his own judge and he competes with himself in achieving the goals. This kind of self enjoyment in his profession is a difficult experience but it is worth trying. It is true that job satisfaction is a personal and hence subjective phenomenon but it is a trainable trait and hence our professional training programme should inculcate a motivation to derive job satisfaction from the work. There are no hard and fast rules as to the methods of deriving job satisfaction but a person who does not view his job as a stop-gap arrangement or pastime can derive job satisfaction in his work.

From the above it is seen that professional ethics include various interesting dimensions like code of conduct, philosophy of the profession, dignity of work, attitudes, commitment, job satisfaction and so on. Professional ethics is not a materialistic or physical thing but a psychological state of mind derived out of a voluntary exposure towards a profession. Likes and dislikes, personal attachments and biased opinions have no place in a profession and a person should consider his profession as a noble one and give it his due regard and respect.

The major problem that we are facing today in most of the professions is that a person enters a profession accidentally due to circumstances and not willingly nor with interest; that is professions are just accepted and not chosen. As the job market is becoming worse, the entries are mostly misfits. Besides, many people consider a job as a stop-gap arrangement and as a temporary shelter before moving to a better job. Such a situation generates wavering minds and indifference towards the job. The consequences are obvious. The individual enters, remains and leaves the job as an individual and not as a professional. Whatever little attachment he forms with his profession is just like a temporary magnetism that an iron rod gets by induction. Such a phenomenon is not to be encouraged

Professional ethics also includes the philosophy of physical educator. Philosophy means thinking, thinking with a human touch and with moral implications. Any profession including that of physical education has its own philosophy which supplies the aims and objectives and provides the flesh and blood of the profession. In fact the explosion of knowledge is the contribution of the philosophers and any academic discipline has a string of philosophers serving its purposes. Even in the modern society every academic discipline is the outgrowth of philosophical foundations and the superstructure is drawn out of other foundations like psychology, sociology, technology and so on. But philosophy has no meaning if it does not inspire the professional to put his philosophy into practice. The primary cause for the low prestige and image that any profession gets is either the absence of a strong philosophy behind the profession or the failure to put the philosophy into practice. The philosophy of a profession should be functional, useful and clearly known to the people concerned.

A professional philosophy becomes functional when it inspires the professional and makes him to act. His philosophy should be reflected in his thinking, speaking and acting. These are the three respective faculties namely the mind, the vocal system and the psychomotor system involved in his behaviour. Hence *positive thinking*, *positive speaking* and *positive doing* are the indicators of sound philosophy. The Indian philosophers called this *Trika-rans* that is *manas*, (mind) *vak* (speech) and *karma* (activity). Inconsistencies and imbalances in any of these three systems reflect the absence of a sound philosophy of the profession. Hence the professional training of physical educators should include the philosophy of the profession along with the professional ethics. Otherwise, the training becomes not merely incomplete but amounts to almost no training at all. This is because even an expert who does not know the philosophy and ethics of his profession is not the right person to look after the affairs of teaching his students.

Professional ethics also includes the attitudes of the person towards the profession, that is, the value that he gives to his profession (positive or negative), and the way he looks at his profession. In fact, attitudes are the drive and source for any behaviour and a positive professional attitude results in a positive behaviour. The role of attitudes is very significant especially in social behaviour. A discipline like physical education is loaded heavily with physical activities in a social set up. Sports situations involve both competition and cooperation, winning and losing, risk and safety. On the one hand it contributes to the health and well-being of an individual and on the other it involves a strong element of risk. Thus not only the attitudes of the players but even that of a physical educator towards sports are formed overtly or covertly and determine his behaviours and decisions. Hence the physical educator must be able to discriminate situations on the basis of which he

should form attitudes, and situations on the basis of which he should not form attitudes.

Any profession thus appears to involve a network of attitudes also. It is true that in spite of his better judgement a professional cannot remain free from attitudes. But it is essential that we should be objective in forming attitudes and frank in expressing them. An attitude formed on the basis of subjective impressions is as dangerous as an attitude not expressed frankly. This is because subjective attitudes are highly biased and attitudes not freely expressed are highly harmful as a potential source of emotional outbreak. These two aspects of attitudes lead to an unhealthy philosophy towards the profession and results in unholy motives. A professional should strive his best not to be the victim of subjective attitudes, judgements and decisions. This can be achieved only when an individual is able to estimate the real situations and infer or interpret them with an open mind and welcome situations irrespective of his likes and dislikes. This does not mean that a professional should take the philosophical extreme of detachment but at the same time he should not have any undue attachment or leaning towards a few individuals or situations. Such a balanced mind is the prerequisite for a sound philosophy and positive ethics towards a profession.

A successful professional should also need commitment in his profession. Commitment includes strong involvement and active participation so that a person identifies himself with his profession. A committed physical educator is an asset to his discipline and is one on whom responsibilities can be delegated with trust and confidence. A committed professional has the potentialities to contribute to his field and bring forth a significant turnout. The achievement of any academic discipline is due to the committed individuals that the discipline acquires. Some times commitment necessarily involves personal disadvantages and even risks but the professionals should be willing to undergo such risks and face problems for the development of the profession. In other words a committed professional gives weightage to the profession and not his personal or individual benefits. Commitment has its own dividends in the form of job satisfaction and professional growth. An outsider may not be aware of the hurdles that a professional has to face in handling situations with a committed effort but committed service to a profession does not go unrecognised. The recognition may not be immediate, but may come after sometime; the recognition may not be universal and total but important persons in the field do recognise a committed worker. The reward may not be monetary or materialistic but significant only socially or psychologically.

A TEACHER HAS TO BE

- T : Tactful
- E : Efficient
- A : Affectionate
- C : Curious
- H : Healthy, Humorous
- E : Enthusiastic
- R : Responsible

Commitment results in job satisfaction. A committed individual returns home in the evening with a feeling of deep satisfaction. He looks into the profession with a pleasant mind and considers it as a source of professional enlightenment. In this, he is his own judge and he competes with himself in achieving the goals. This kind of self enjoyment in his profession is a difficult experience but it is worth trying. It is true that job satisfaction is a personal and hence subjective phenomenon but it is a trainable trait and hence our professional training programme should inculcate a motivation to derive job satisfaction from the work. There are no hard and fast rules as to the methods of deriving job satisfaction but a person who does not view his job as a stop-gap arrangement or pastime can derive job satisfaction in his work.

From the above it is seen that professional ethics include various interesting dimensions like code of conduct, philosophy of the profession, dignity of work, attitudes, commitment, job satisfaction and so on. Professional ethics is not a materialistic or physical thing but a psychological state of mind derived out of a voluntary exposure towards a profession. Likes and dislikes, personal attachments and biased opinions have no place in a profession and a person should consider his profession as a noble one and give it his due regard and respect.

The major problem that we are facing today in most of the professions is that a person enters a profession accidentally due to circumstances and not willingly nor with interest; that is professions are just accepted and not chosen. As the job market is becoming worse, the entries are mostly misfits. Besides, many people consider a job as a stop-gap arrangement and as a temporary shelter before moving to a better job. Such a situation generates wavering minds and indifference towards the job. The consequences are obvious. The individual enters, remains and leaves the job as an individual and not as a professional. Whatever little attachment he forms with his profession is just like a temporary magnetism that an iron rod gets by induction. Such a phenomenon is not to be encouraged

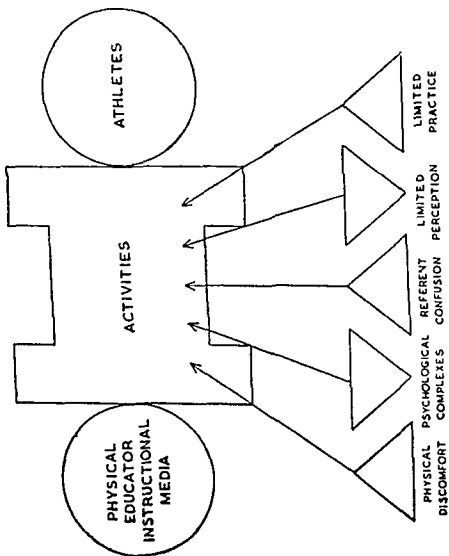
because it doesn't help a profession to grow and only results in superficial expansion than the true qualitative improvement of discipline. The precondition for any professional growth is thus the number of committed professionals who can shoulder the responsibilities willingly. It is true that a person has the freedom to change his profession but it is also true that a person has to fulfil his duties and obligations to his profession, one of which is to become a permanent professional rather than a 'pastime employee'.

The present trend, as already been said is to consider a job as merely a post and not as a profession. When a job becomes a post, an individual gives importance to the monetary returns and personal benefits. When it becomes a profession, the professional has higher and noble aims like morale, commitment, philosophy, attitudes, job satisfaction, and values. The course of history tells us that no profession has become a full-fledged one overnight. It has been due to the pains that responsible individuals have taken in getting recognition and status to the profession at the cost of their personal benefits. It should be recognised that a new profession like physical education which is struggling hard to become an independent discipline needs strong men who can support it in this tug of war. This is going to be an exciting but difficult game and the participants should be aware of the conditions and be ready to exhibit strength, stamina, flexibility, agility, endurance, speed and power. It needs courage with sportive spirit, a readiness to face any eventuality with a smile and face the temporary defeats in the 'first innings'.

Our physical educators so often remark that it is not the winning or losing that counts but the way in which the game is played. This is true to any professional himself. It is not the monetary gain that matters in the profession but the way in which he serves the profession. This awareness helps an individual to become a committed professional and not to remain as a temporary employee. The fundamental task thus is to aim at the growth of the discipline rather than personal growth in the materialistic sense.

The professional ethics of physical educators are the fundamental principles of right study, right thinking and right action. It is an interpretation of right interaction between the physical education teachers and players and between the teachers, administrators and the public. These principles must be recognised so that the relationships which are peculiar to physical education may be identified and carried on satisfactorily. As has already been said, professional ethics prepares the stage for the action and dialogue between various parties involved. Awareness of ethics thus becomes a part of the profession itself and ignorance of professional ethics can not be treated as an excuse of professional failure.

Professional ethics are not imposed by any outside authority but emerge as a result of the experiences and combined opinions of physical education teachers of various backgrounds. There is no



organised provision for enforcing the observance of professional ethics strictly, and naturally no pressure or physical punishment for ignoring ethics. But the social pressures from the professional group itself and elimination or withholding membership in professional associations etc. are the usual social penalties for violating professional ethics. The principles expected of professionals must be applicable in the daily lives of a large majority of the teachers so that behavioural standards can be fixed and transformed into codes of ethics. Otherwise in the overenthusiasm of making an ideal profession we may end up with standards of conduct which are highly theoretical and philosophical and not practicable.

The code of professional ethics is applicable to teachers of physical education as to teachers of other academic subjects. It is natural for us to expect physical education teachers to be more punctilious in the observance of professional ethics than others because of the claims that they make for physical education in regard to the training of fair play, good sportsmanship, cooperation, regard for rules of the game, fellowship etc. In general, teachers engaged in physical education should not accept gifts from any teams or from any dealers of sports goods. The biblical admonition of Moses "A gift doth blind the eyes of the wise and prevent the words of the righteous" is true.

J.R. Sharman gives some clues on secrets of successful teaching in physical education. He says, "Superior teaching ability and excellent moral character are two of the most important characteristics of successful teachers of physical education. The lack of these traits and the unwillingness to cooperate with the policies of the school administration have been listed as the three most important reasons why teachers of physical education fail. It is also important that teachers make every reasonable effort to cultivate goodwill on the part of the school patrons. Maintaining continuous professional growth is essential if a teacher hopes to render the most effective service and advance professionally⁴."

One of the important aspects of professional success is the choice of school made by the physical educator. This choice decides the type of physical work and the freedom that a person has in his work. It also shapes the very personality of the teacher. According to Wayman, "The wise applicant will choose the school whose aims are educational, not commercial, the school which stresses personality, character and health in its curriculum as well as skill and achievement; the school which stresses professional mindedness, high ideals and principles, which is interested in quality of production, not quantity."⁵

The physical education teacher should believe that his work

4. Sharman, J.R.: *Introduction to physical education*, A.S. Barnes and Company, Inc., New York, 1934, p. 309.
5. Wayman, A.R.: *Education through Physical Education*, Lea & Febiger, Philadelphia, 1934, p. 42.

is sacred. If a person does not have this belief he should not continue in the profession. Wayman says; "If you do not, you have missed your calling and it were better for the future good of our girls and women, for the future generations, that you abandon it entirely."⁶ This feeling or sacredness when associated with one's profession, makes one more committed and dedicated and hence, concentrate well on the job and makes good progress in the profession. Otherwise a person becomes a mechanical component of the profession and fails to identify himself with the profession. According to Gerald S. Insley:

"The teacher is one who through logical analysis is willing to borrow from the old, implement the best of the new, and by diligence and study dedicate himself to the art of teaching. Those who are entering the profession of physical education should hold their heads high and be proud of what they are. They should never be ashamed of the fact that they do not teach what is commonly called an academic subject. What they should concern themselves about is whether their particular discipline is so structured as to exert a profound effect upon the lives of their students. The value of any discipline can only be measured by its impact upon students, not upon its recognition as being academic or non-academic. Many youngsters have profited from courses in motor activities. Their lifestyles have been completely altered by their exposure to physical education and athletics and they may well look upon these experiences as the most rewarding of their entire school career."⁷

For any professional, one of the most important requirements is to have positive professional image. Such a positive professional image does not come by the effort of a single person in the field. It is a generalised conception that an outsider has about the profession and the people in the profession. Hence every member of physical education profession should strive hard to contribute his share of positive image so that the community entertains good feelings and goodwill for the profession. Professional image includes honesty and integrity of the faculty member and the type of honours they bring to the profession. Professional image is thus a psychological impression that we create about ourselves and our profession and once we have already created a strong negative image then we can never rebuild our image positively. Thus by not following the professional ethics a teacher harms not only himself and his personal image but he harms the entire profession and generates a negative image to other members of the profession.

Professionalisation of Physical Educators

Herald M. Barrow talking about professionalisation in physical education describes a number of ways to become professionalized.

6. *ibid*, p. 44.

7. Insley, G.S : *Practical Guidelines for the teaching of physical education*, Addison/Wesley Publishing Company, Massachusetts, 1973, p. 259.

According to Barrow⁸ the following are some of the ways:

- The extended period of professional training should include scholarship and techniques.
- In the professional training the concept of professionalisation must be emphasised and recognised by the trainees.
- The work outside the classroom should be oriented to gain experience in professionalizing activity like joining professional organizations, building of professional libraries, planning and taking active part in community projects, intramural and recreational programmes, helping the coach in physical activities, arranging professional lectures by outsiders etc.
- Personal study and inquiry with inservice training.
- Undertaking the professional responsibilities.

Barrow further says that "the greatest contribution that one can make as an individual to his profession and the one which alone can make one a true professional in a valid sense, is excellence on the job for which his speciality qualifies him".⁹

The advantages of professionalisation are many. In the first place a professionalised physical education teacher is more adaptive because he is able to recognise and meet new problems related to physical education and as a result he is in a position to make appropriate alterations and changes in his programmes. Secondly, a professionalized physical education teacher receives access to and acceptance by other academic disciplines. Thirdly, professionalised physical educators are able to communicate with teachers from other academic disciplines. But at present we often come across physical educators who are not able to communicate with any one but other physical education teachers only. This limited intellectual interaction may be because of language problems and limited acquaintance with topics from other disciplines. Hence in our own interest of getting accepted by other professionals from other disciplines, we should be professionalised in our discipline. Then we will be accepted as a fellow teacher in the totality of the educational structure.

Thus physical education is a profession and not a trade,¹⁰ because tradesmen are interested in selling away their products at any cost and do not develop a sense of responsibility to the public for his knowledge, skill, or moral values; that is why most of the tradesmen usually withhold their services to the public as a group over a long period (or blackmarket, hoarding, artificial scarcity etc.) if they are not satisfied moneywise. Moreover, the tradesmen may

8. Barrow, H.M. : *Man and his movement : Principles of his Physical Education*, Lea & Febiger, Philadelphia, 1973, pp. 90-91.

9. *ibid.*, p. 91.

10. *ibid.*, p. 82.

not understand the scientific rationale of their practice whereas physical educators of the modern days cannot afford to be ignorant of the scientific rationale of their work. Further, tradesmen are concerned with commodities and materials whereas physical educators are concerned with human beings and the tradesmen may not be aware of the philosophical basis on which their trade is based whereas a physical education teacher has to know the philosophical foundations of his profession. A tradesman, again, enters a trade due to financial reasons whereas physical educator enters his profession mainly due to interest and a feeling to serve the community. Thus the professional physical educator should realise that his profession needs a specific type of professional behaviour and hence he cannot entertain the idea that he can work like a tradesman. In short he should try to combine his specialisation and humanitarianism and prove himself to be a successful and useful teacher, a friend, philosopher and guide in the true sense.

Resume

As is true the case with other disciplines, physical education also exhibits two characteristics, namely, the communion of content with other disciplines and its own unique content. And this is inevitable for any nascent and emerging discipline; and this is also natural because knowledge is holistic and life is total which cannot be really divided into truly independent and water-tight compartments. Thus the relationship with other disciplines is neither unique to physical education nor its delimitations. In this chapter physical education and its relationship with other disciplines like biological sciences, social and behavioural sciences, geometry and mathematics, anthropometry, engineering and technology are examined, though not in detail, but in essence. These disciplines are discussed both in terms of their relationships with physical education and their contributions to physical education. Whenever possible hints into the applications of such relationship in the practice of physical education are given. They are only suggestive and not exclusive. This is followed by certain questions which naturally arise for any physical educator while comparing his profession and discipline with other areas of study so that he can understand the relative standing of his discipline. In the gamut of learning. The focus of this chapter of course is the assumption that knowledge is essentially unitary and holistic in nature but for the sake of convenience of study we divide into arbitrary areas and hence both communion of content and specific content exists.

REFERENCES

- CRATTY, B.J., *Social Dimensions of Physical Activity*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1967.
- GERBER, E. W., *Sport and the Body. A Philosophical Symposium*, Lea & Febiger, Philadelphia, 1972.

- GOULD, A.G. and DYE, J.A. : *Exercise and its Physiology*, A.S. Barnes and Company, New York, 1935.
- HERBERT KUNZE, WILLI DQUNE in *Sport in the Modern World—Chances and Problems*, edited by Ommo Grupe, et al., Springer-Verlag Berlin, New York, 1973.
- JENSEN, C.R. and SCHULTZ, G.W., *Applied Kinesiology*, McGraw-Hill Book Company, New York, 1970.
- KANE, J. E. : *Psychological Aspects of Physical Education and Sport*, Routledge & Kegan Paul, London, 1972.
- McGURDY, J. H., *The Physiology of Exercise*, Lea & Febiger, Philadelphia, 1928.
- PALMER, I. *Tests and Measurements*, A. S. Barnes and Company, Inc., New York, 1932.
- PENMAN, K.A. *Using Statics in Teaching Physical Education*, John Wiley and Sons, New York, 1976.
- SAFRIT, M. J., *Evaluation in Physical Education*, Prentice Hall Inc, Englewood Cliffs, N. J. 1973.
- WOOD, T. D. and CASSIDY, R. F. *The New Physical Education*, The Macmillan Company, 1934.

Part II

EDUCATIONAL ORIENTATION

Chapter 4

**PHYSICAL EDUCATION—AN INTEGRAL PART OF
GENERAL EDUCATION**

Chapter 5

EDUCATIONAL PERSPECTIVES

Chapter 6

PHILOSOPHY AND FUNCTIONS

PART II

EDUCATIONAL ORIENTATION

Physical Education is the integral part of the total educational process which enhances, and integrates the physical, social, and psychological aspects of an individual's life, through directed physical activity. As the physical educators work chiefly in educational institutions, physical education lies within the immediate outer environment of education. But the content of physical education has other heritages than purely educational, e.g. medicine is an important part of physical education which has helped to give it therapeutic value.

Very often the natural relationship between general education and physical education is forgotten with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school programme in two respects. Firstly, the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. These two are really complementary to each other and necessarily they have to function together. This has led to the emphasis on educational perspective in physical activity. Teachers have become conscious that opportunities for and exposure to the physical activities should be available to all the pupils. Therefore in the classroom instructional periods, physical activities and active methods selectively chosen would permit all to participate and grow.

The ultimate criterion of the propriety of any educational programme, method or aim is its relationship to life objectives, situations and problems. It means the given aim or programme should serve and prove to be compatible with the philosophy or ultimate goal of the individuals, groups or communities for whom it is formulated. If students are continuously exposed to a meaningless theory or irrelevant activity and skill, then the programme becomes an unpopular one. It means it fails to meet the demands of the students. Hence physical education has to exist in the educational institution with education as the immediate background and life as the eventual background.

Chapter 4

PHYSICAL EDUCATION—AN INTEGRAL PART OF GENERAL EDUCATION

- *Definitions of Physical Education**
- *Relationship with Education**
- *Some Problems and Questions**

NATURE AND SCOPE OF PHYSICAL EDUCATION IN TOTAL EDUCATION

- * Physical education objectives and its meaning in total education, philosophical and sociological foundations.**
- * Physical education forms, descriptions and functions.**
- * Physical and physiological structure and functions of the organism—biological and physical foundations.**
- * Body positioning and mechanical principles of movement.**
- * Physical education and physical activity as an aesthetic and creative expression.**
- * Motor-learning theories of action, and participation; psychological foundations of physical education.**
- * Evaluation and the therapeutic functions of physical education.**
- * Physical education through physical, but more than physical—recreation, health and education.**

4

PHYSICAL EDUCATION—AN INTEGRAL PART OF GENERAL EDUCATION

Physical education endeavours to affect and modify positively the development of personality through the medium of physical activity. Personality can be enhanced through other academic and social media of the school like the curriculum, classroom, peer groups, administration and the examination system. In this respect physical education is one of the component parts of general education and acts as an important sub-system and link. General education becomes the mainstream, which provides an orientation, perspective, purpose, scope and meaning to the physical activity undertaken.

When we look back we can see a lot of progress has been made in the field of physical education and its relationship to general education. The programme of physical education which was hitherto considered as a frill appendage to the general educational programme has become an important part of general education. Besides, the relationship of physical education to classroom achievement which was once thought to be negligible is being supported through research findings. Thirdly, physical education teachers who were earlier nominal members of the staff without teaching work are now given professional status and in some colleges they are on the faculty councils and university committee. In short, physical education has become an accepted feature of schooling, and an activity with demand in the society.

At present our country has to rely heavily upon education for facing and tackling major problems relating to social, political and physical aspects of life including poverty, delinquency, unemployment, and threats of war. Hence an academic education which ignores the physical dimensions becomes not only futile but even dangerous.

As already mentioned, sport activities physically exist within a school organisation and hence they cannot remain isolated from the mainstream of general education. The shift in the definition of education from three 'R's (Reading, Writing, Arithmetic) to all-round personality development necessitates that physical education becomes an integral part of general education.

In order to achieve integration and coordination between physical education and general education we have to consider the following aspects related to athletic associations and administrations: (i) what is the role of athletic associations to academic associations and vice-versa? (ii) what is the relationship and interaction between amateur athletics and professional athletics? (iii) what is the role and responsibility of education and administration and how could athletics be kept within a proper educational frame of reference? (iv) what is the role of the physical education teacher and a coach as a member of the academic faculty?

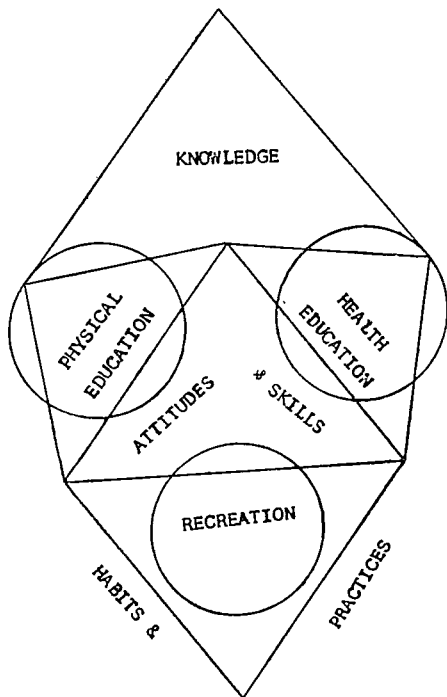
The above questions cannot be answered completely, but one thing is definite, that the gap between physical education and general education is getting reduced to the benefit of both. Schools have created and nurtured physical education and hence they cannot escape from interacting with it. Recognition of the fact that there is a mutual interdependence between them has facilitated the integration of the two.

The success of education depends on the extent to which it discriminates knowledge, liberates the mind, improves the skills, promotes free thinking, encourages creative talents, and develops positive attitude toward change and order. When the above are achieved then our education becomes purposive and meets the expectations of the society.

We have at least four purposes of education related to the economic, social, psychological and civic aspects of life. This may be spelt out as (a) Economic independence and efficiency (b) Positive human relationships (c) Self-realization and (d) Civic responsibility. Thus heavy responsibilities rest upon schools and their departments of physical education. The education that takes place in the classroom, on the playground, or those in the out-of-school activities help in accomplishing the above four purposes.

The word 'physical' refers to the body characteristics such as physical strength, physical development, physical health and physical appearance. Thus physical education refers to the process of education that goes on in the school through all activities in the development and maintenance of the human body. When an individual is playing, swimming or marching, working on parallel bars, aiming or throwing a ball, education is taking place. But whether or not such activities help or inhibit the attainment of educational objectives depends upon the leadership which directs the action.

Through a well directed physical education programme children develop skills for the worthy use of leisure time, undertake activities which are conducive to healthy living, develop socially and establish civic responsibility. The National Education Association (1918) set forth Cardinal Principles of Secondary Education which include the following seven objectives; health, command of funda-



mental process, worthy home membership, vocation, citizenship, worthy use of leisure time and ethical character. Physical education plays a very important role in achieving the above objectives; benefits like exercises on health, development of physical skills,

including social education in a competitive or cooperative activity etc. help to develop character and good human relations.

Bucher defines physical education as "an integral part of the total education process . . . a field of endeavour that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes."¹

Nash² pointed out that physical education is one phase of the total education process and that it utilizes activity drives that are inherent in each individual to develop a person organically, neuro-muscularly, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground, gymnasium and swimming pool.

As an integral part of total educational system physical education has certain important responsibilities to undertake. We have to make (i) a complete analysis of the nature of physical growth and development; (ii) the relationship between perceptual motor training (physical) and other aspects of general education (social, intellectual, psychological); (iii) the type of perceptual motor skills (activities) most needed in an effective school programme. These three responsibilities are very important because physical activities help students to learn about themselves in relation to the physical environment. Besides, much of our learning in the cognitive (knowledge) effective (feeling) and psycho-motor (skills) domains is directly dependent upon early locomotor and manipulative experiences that we receive in the school, at home, and in the physical surroundings. Motor patterns developed and improved through physical education contribute greatly to the student's success in his physical handling of social, personal and occupational problem situations. In this respect physical education aims not only in teaching physical activities but in achieving the goals of general education through activities.

Our schools have to make physical education a truly integral subject of school curriculum. This requires two conditions to be fulfilled: they should meet the various technical requirements of physical education and secondly, they should give special importance to the subject so as to make it acceptable to the pupil on par with other school subjects. This can be done only when we have evolved a sound philosophy and a scientific attitude along with humility indicative of to be corrected if necessary, and desire to adjust and adopt our work to suit the needs and interest of the students. Besides, to render physical education, to plan, organise, conduct and work effectively, good leadership and wise followership are required.

1. Bucher, C.A., *Foundations of physical education*, The C. V. Mosby Company, Saint Louis, 1972, p 7.
2. *ibid*, p. 7.

Definitions of Physical Education

The main underlying idea is that physical education is education through the physical and of the physical. It means through the use of physical activities, physical education aims to ensure the whole-hearted participation of the child as sum total of his body, mind and spirit so that these physical activities become real life experiences in educating the child physically, mentally, and morally. In this, sportsmanship, obedience, team spirit, cooperative effort, loyalty and readiness to serve can be acquired through the education of the physical. Western experts have defined physical education as given below and helped to expand the scope of general education to comprise experiences related to the physical which are otherwise not available within the four walls of the classroom.

Physical education is the sum of those experiences which come to the individual through movement.—*Delbert Obertuffer*

Physical Education is that field of education which deals with big muscle activities and their related responses—*Jay B. Nash*

Physical education is the sum of man's physical activities as to kind and conducted as to outcomes.—*J. F. Williams*

Physical Education is an integral part of the total education process and as its aim, the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.—*Charles A. Bucher*

Physical education is the Social Process of change in the behaviour of the human organism, originating primarily from the stimulus of social big muscles play and related activities.

—*C. C. Cowell*

Physical Education is that phase of education which is concerned first, with the organization and leadership of children in big muscle activities to gain the development and adjustment inherent in the activities, according to social standards, and second, with the leadership of the activities so that the educational process may go on without growth handicaps.

—*Clark W. Hetherington*

Physical education should be defined as that phase of the whole process of education which is concerned with vigorous muscular activities and related responses and with the modifications in the individual resultant from these responses.

—*Nixon and Cozens*

Physical Education is a way of education through motor activities and related experiences and its subject matter is primarily ways of behaving.

—*William H. Kilpatrick*

Physical Education is that part of education which proceeds

by means of, or predominantly through physical activity, it is not some separate, partially related field.

Edward F. Voltmer and Arthur A. Esslinger

Relationship with Education

The relationship between physical education and general education provides opportunities for exchanging views between physical education teacher and the subject teacher about the abilities, interests, limitations and scope of each individual student and his participation in the school programme. A good physical education teacher thus ascertains how well a participant can perform the necessary motor skills before permitting him to take part in any physical activity. In the course of this, the physical education teacher has opportunities to talk about scientific information like nutrition, health, diseases, physical care and so on. Besides, he has to teach correct procedure for safe participation. Here the teacher is involved in other areas of school curriculum like physiology, physics, sports medicines and drugs. Further, he has to teach rules of the game which involve mathematical concepts like time, counting, sequence, measurements, evaluation etc. They also involve social concepts like give and take policy, endurance, sportsmanship, obedience, loyalty, cooperation, competition and leadership. At the end of the game the physical education teacher should also train the students in giving commentary and interpretations of sports activity which involve (a) language skills like describing an event and the levels of performance achieved by different participants especially when there is a tie and (b) skills of judgement free from prejudices. In short, physical education cannot remain an isolated activity free from other curricular subjects

But the major problem is 'how to make physical education a truly essential component of general education'? Now physical education is accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and nature of a physical education programme and its academic relationship with general education or the contributions of general education to physical education. Unfortunately, the academically loaded curriculum spares nominal time for a regular programme of physical education. Mostly time given to physical education in a school goes under the name of drill consisting of two or three periods at lower levels but as the student moves towards higher classes physical education rarely finds a place in the time-table probably under the excuse of examination preparation. Generally most schools treat physical training, games and after-school games together under the heading of physical education. This may be because often school games, inter-class matches, inter-school tournaments etc, are done under voluntary and interest basis. Thus the benefits of physical education do not reach all the students or the opportunities are not

properly utilized by a large majority of the student community. With different emphases given by different schools, a common feeling has developed among the school authorities that physical education is not so essential a component of schooling and its inclusion is a matter of convenience and choice or of tradition.

The inter-relationship between education and physical education can be viewed from yet another angle. Both the subject teacher and physical education teacher deal with the same material, namely the student. The unity of organism and the interaction between the parts is confirmed in research findings. Any system of education which denies this fundamental unity and impedes the synthesis of one element with another will harm the student and disturb the integration of personality. Already examination loaded subjects have done sufficient harm and teachers of non-examination subjects like physical education health or recreation who are not hampered by rigid syllabus can counteract these forces of fragmentation and disintegration.

The physical education teacher is an asset to the student because of his concern with his pupils' physical health as well as their intellects, emotions as well as sociability; development of cognitive and recreational abilities thus can become the guiding forces and the outcomes. This widens the educative scope of physical activity and helps to give a global definition to education and educational orientation to physical education.

The present trend is characterised by the change in the definition and role of physical education. Earlier, physical education had the exclusive and traditional interest in physique, strength and motor skills. Now physical education in schools and colleges has rightly identified itself with total general education. This has not only enlarged the interests and objectives of physical education but even facilitated the shifting of physical education purposes and made the proper concern of physical education with the stated purposes of total education itself. In this respect the physical educators should be ready to take more active participation than their predecessors and help the school to achieve its purposes.

It is conceivable there hasn't been time or opportunity to condition into these seniors the fact that academic learning is considerably aided by the stimulus of physical activity; that mental tension and fatigue is eased by the antidote of physical exercise; and that a fit body provides a sound housing for an alert, enquiring mind. The ancient Greeks knew it. But does our local headmaster?

HARCOURT ROY

The purposes, organisation and programmes of all educational institutions are also the major concern of physical education

because of two reasons. Firstly, physical education is an aspect of total education and shares in it the total effect on the national life of any country. Secondly, it has quite properly a strong responsibility like any other areas of education to help the schools frame the purposes of education, shape educational programmes and also to help determine it in the school organisation and administration. This is possible only when physical education is ready to accept its place in the broader network of educational super-structure. Physical education has to become the means of achieving the educational goals, of course, with the cooperation and help of other areas of education. As physical education has joined the group of education and has almost become an active participant in educational activities it has enlarged its own scope of physical interest and also become responsible for the purposes to which it is supposed to train students in the methods of adjustment; and it should not take a very long period adjusting itself in the new group with which it is associated, and should not take too long a period to accept its new roles, perspectives and responsibilities.

When this identification of physical education with general education becomes a reality and complete, what will be the possible after-effects? This is a pertinent but difficult question to answer because till now this identification is mostly at a verbal level and not action level. Our educationists have accepted in principle the fact that physical education is an integral part of total general education and hence it should identify itself completely with general education. But in practice the concepts of 'total education' 'integral part' and 'identification' are not completely realized. This is because of the limitations and handicaps on the part of both general educators and physical educators. We can achieve complete identification in its true sense only when such handicaps are identified and removed and a dialogue between general educators and physical educators takes place. The present conditions seem to be quite conducive for such a dialogue and we have to take the best advantages of changing attitudes in the educators and administrators. The essential prerequisite for such a dialogue, of course, is a positive self-concept along with mutual respect and regard for each other. In the earlier chapter the reasons justifying the academic status for physical education are given and the present chapter throws more light on the points to show how physical education is an integral part of total general education.

The traditional concept of education for its own sake, for academic purposes and for intellectual enrichment etc., have handicapped and narrowed down the purposes and functions of educators. Now with the recognition of the importance of the total development of the individual, educators are trying to find out means, methods and agencies through which they can achieve this. And physical development through physical activity certainly becomes an educational objective and means to achieve the total

objective of integrated development. Similarly the old concept of physical education as some thing to do with extra-curricular activities resulted in pushing the physical educator to the fields and away from school; but the recent changes in the roles ascribed to the physical educators and the recognition by the physical educators of their roles in the total educational perspective have happily facilitated in bringing them closer to the classroom and placed them at the centre of the school structure.

The old concepts of education and physical education as distinct fields have also resulted in developing mutual indifference and isolation. This has definitely created biased perceptions and complexes. With the changed attitudes and readiness to come closer, the possibilities are that they are going to achieve the total educational objectives more effectively with combined efforts and with optimum expenditure of energies.

The obvious effects of this identification of physical education with general education are two-fold i.e., it gives an educational perspective to physical education and the perspective of physical development to education. This two-way influence is inevitable because of the exchange of opinions and impacts between the parties concerned. What is more important is to understand how best we can achieve mutual benefit and how efficiently we can achieve the objectives of general education. Education as a dynamic force of improvement and development has to take into confidence various areas of special interest like Health Education, Recreation, Physical Education, Vocational Education, Work Experience, Movement Education, Fine Arts, etc., and coordinate the forces in order to give meaning and objective to its activities.

THE PHYSICAL FUNCTION OF EDUCATION

Physical function of education includes the following:

1. Physical well-being (physical fitness).
2. The athlete force.
3. The size and possession of physical education facilities.
4. The achievement of regular activities in the entire school.
5. The direction of physical education change.

Specialization of games.

Changing nature of games.

Research in games.

Science based games.

Methodology of coaching.

Administration and organisation of sports and games.

The proper identification of physical education with general education helps to improve the prestige and status of physical

relationship with education as a whole and with the other subjects or departments represented."⁴

According to Wood and Cassidy, there are certain conditions necessary for satisfactory results; it is necessary to have an out-of-door programme of natural big brain muscle activities, founded on the scientific knowledge of child characteristics and practical needs. The physical educator has to correlate these exercises whenever possible with other school subjects. The physical work should be taught with a definite aim of developing social and moral qualities, by providing situations in which the child may be placed in social situations with social problems, which facilitate his learning wholesome social and ethical responses to such situations. Progress in physical education must be away from all formal, artificial kinds of movements. A reasonable amount of physical education is necessary for every pupil and student in every person, not primarily with health objectives only but on the 'doing' of things which have intrinsic objective interest, where performance will ensure good health and develop health habits.

Resume

One of the aspects of physical education prone to be missed is its educational perspective. It is a paradox that though we call it physical education still we over-emphasise the 'physical' and ignore the 'education'. Thus we miss the right perspective. This may be because the preconditions of educational perspective of physical activities have not been met successfully. As a result, the physical educators are asked to find out methods of bringing educational perspectives into physical education so that activity gets the correct purpose and correct direction. In this chapter the needs and advantages of educational perspective in activity are discussed and its implications for play are examined. It is felt that as an integral part of general education, physical education has a major role in the all-round development of the child and in moulding his personality. The scope and contribution that a physical education teacher can make to the well-being of the student is obvious but the approaches that he has to undertake in this endeavour are not clear. The relationship between physical education and education is as natural as that of waves and the sea and cannot be missed or ignored so easily. The focus of the chapter thus is the fact that we cannot conceive of any kind of physical education without educational value. To put in simple words, physical education cannot exist in an educational vacuum.

REFERENCES

- ARNOLD, P.J., *Education, Physical Education and Personality Development*; Heinemann, London, 1970.
4. Wood, T. D. and Cassidy, R. F., *The New Physical Education*, The Macmillan Company, New York, 1934, p. 4.

BREMBECK, *Social Foundations of Education: A Cross Cultural Approach*, John Wiley and Sons, Inc. New York, 1966.

BRUNER, J.S., *The Process of Education*, Harvard University Press, Cambridge, Massachusetts, 1963.

BUCHER, C.A., *Dimensions of Physical Education*, The C.V. Mosby Company, Saint Louis, 1974.

_____, *Foundations of Physical Education*, The C. V. Mosby Company, Saint Louis, 1972.

FELSHIN, J., *Perspectives and Principles for Physical Education*, John Wiley and Sons, New York, 1967.

GERBER, E.W., *Sport and The Body, A Philosophical Symposium* Lea & Febiger, Philadelphia, 1972.

HARRISON, W. E., LOTTICH, L.V., *The Foundations of Modern Education*, Rinehart and Winston Inc, New York, 1970.

LOGAN, G. A., *Adaptations of Muscular Activity*, Prentice-Hall, India, New Delhi, 1961.

RYBURN, W. M., *The Principles of Teaching*, Oxford University Press, 1957.

SULLIVAN, E. E., *Education in Social Change*, Asia Publishing House, Bombay, 1968.

WILLIAMS, J. F., *The Principles of Physical Education*, W. B. Saunders Company, Philadelphia, 1966.

Chapter 5

EDUCATIONAL PERSPECTIVES

- *Educational Aspects of Physical Education.**
- *Pre-Conditions for Educational Perspectives of Activities.**
- *Methods of Bringing Educational Perspectives into Physical Education.**

CARDINAL PRINCIPLES OF EDUCATION

- 1. Health.**
- 2. Command of Fundamental Processes.**
- 3. Worthy Home Membership.**
- 4. Vocation.**
- 5. Citizenship.**
- 6. Worthy Use of Leisure.**
- 7. Ethical Character.**

EDUCATIONAL PERSPECTIVES

The Spartan approach to education was a typical example of the physical element in education and the educational perspective in activity. There in the public barracks boys were vigorously trained through all sort of games, exercises, and drills; they also participated in jumping, running, wrestling, throwing and quoits. All these military exercises were solely for the purpose of developing qualities necessary during war time.

The role of physical education throughout the period of schooling is of real significance in the development of the child because of three reasons. (a) physical education tends to require deliberation in thoughts and action, (b) physical education directs the energies towards the mainstream of general education in order to achieve all-round development, (c) physical education demands an attitude of disciplined application of rules and regulations. The aim of a physical educator, therefore, is to promote his programmes in such a way that he will generate a play spirit to achieve the educational objectives.

But the above said can be achieved only when physical education programmes fit into the educational perspectives of the total system, that is the school. This requires an understanding of the values, processes and means by which the education system operates and the dynamics of such operation. Although the emphasis is usually placed upon the physical aspects of the game situation, physical education teachers should not lose sight of the educational components that usually accompany the game. The major aspects of the game are not only physical but are also educational and evaluative. At present, physical education is not given an educational orientation as such; this is because of the emphasis given to the recreational aspects rather than to the educational aspects. The selection of activities and their implementation must be based upon sound educational principles. This includes the developmental characteristics of students, the principle of correlation between academic subjects and physical activities, the principle of student-teacher ratio; physical activities should accommodate the educational objectives in the real sense and direct the movements of students towards fulfilling those objectives.

Educational Aspects of Physical Education

In the first place, sports and games are physical acts carried within an educational setting. This is because we can never have a physical activity taking place in isolation, separated from the educative values. When a student is involved in a physical activity, that experience helps him to understand the activity and to repeat it or to avoid it in next instances. Any failure in a game usually helps the student to study himself and better his performance next time. In this way physical activities have educational value but such a value should be made obvious instead of assuming it to be latent, made systematic instead of keeping it in its crude form, and well-planned. This is the self-analysis function of scientific physical activity.

Secondly, we are concerned with the educational aspects of physical education because the playground itself is an open classroom and its goal is the total development of the child. As soon as the physical education teacher blows his whistle, each team develops its own organization with a network of sports vocabulary, measurements, tools, and so on. These educative relationships help to share the nature of play interactions, assignments of duties and arrangements on the basis of previous performance of the students. They help to determine the quality and extent of physical performance. In short, the open classroom directs the activities and the activities educate the students. This is the directive function.

Thirdly, the physical education class itself is the counterpart of the usual classroom in the sense that students have the possibility of compensating their limited educational achievements by improving their performance in physical activities or retaining the same high positions uniformly in both, i.e., a bright student leading the team in the sports also. A physical education class is a living educating unit with goals, achievement levels, praise and punishment, curriculum, play techniques, technique of coaching, leadership opportunities and so on. Such an interaction may positively improve the physical purposes or frustrate the purposes according to the way they are organised. This is the development generating functions.

Fourthly, the physical education class is created and popularised by the school to perform some more educational functions. It is an effective tool for the school, designed to achieve educational goals which the school finds it difficult to achieve otherwise. The expectations of the school for its teams and sports groups help to determine what the teams will be like, what activities they take up, and what is to be achieved in a competition. This is the correlative function.

Finally, physical education itself is a force which profoundly influences the very school that creates it. Meritorious sports performance is given due weightage in matters like admissions and

promotions. We have to look at the physical education from the educational perspectives because it has a direct impact in the teaching-learning process and organisational and administrative aspects. Such a knowledge is an added asset to the physical educationist to decide, plan and implement necessary activities. This is the inductive function.

Pre-Conditions for Educational Perspectives of Physical Activities

An educational perspective becomes a pre-condition for successful implementation of physical education programme. The extent to which such an educational perspective is achieved depends on the following three conditions (i) certain physiological and biological endowments (ii) the on-going educational institution and its activities and (iii) an opportunity for the present interaction with the group and participation in the activities. But these three conditions require an ability to correlate education and physical education and achieve transfer of learning from one to another, which is somewhat difficult to achieve.

The educational process that takes place in the course of a physical activity is different not only for children in different levels and type of schools but also for children in different selected activities. For example, the educational benefits of a football team is different from that of basketball. The former demands skills and imagination related to horizontal movement of the ball and coordination to handle with lower limbs whereas the basketball demands skills and imagination related to vertical movement of the ball and coordination with hands. These in turn demand precautions in keeping the appropriate body parts, which is nothing but an educational outcome. Besides, the vocabulary related to actions, equipment and scoring in these two games are different though not conflicting.

FOCUS OF PHYSICAL EDUCATION

- All students (equal opportunity for all)
- The individual student.
- Activity and participation of student.
- Total development and integrated development
- Use of the body as a tool of development.
- Physical medium.
- More than play.
- Not win or loss but how you played sportsmanship.

The physiological and biological endowments is the first condition of achieving an educational perspective in physical activities because the capacity to experience the world through the five

sensations viz., hearing, touching, tasting, seeing and smelling along with the verbal capacity depends on the students' biological endowments. There is a close correlation between problems associated with sense organs in a classroom situation and a playground situation. A student with problems of hearing cannot follow the classroom teaching nor does he follow instructions in a playground.

But the student needs not only biological endowments but other conditions like the educational atmosphere to organise and synthesise his playground experience. The physical education activities operate not in a vacuum but in an educational background. From the very moment of entrance into school, his playmates, teachers including the physical education teacher and others care for his educational achievements, his educational needs and he is taught to think and behave in an educational media. This thinking and behaving depends on the third condition viz., the opportunities to interact and derive educational interpretations and transfer of learning from the play to lesson and lesson to play.

In his play interactions the student almost becomes his own teacher as he perceives, interprets and assimilates the play world around him. His perceptions help him to appraise the thing and on this basis he may accept, reject or modify whatever he experiences and in the course of this he either accepts the play group or withdraws from it. In this sense, his play activities are educative and this education further determines the play experiences that he is going to have on future occasions.

Through the ages man's struggle to achieve excellence in motor performance has been vigorous and constant. Seemingly, he has always wanted to jump higher, run faster, and demonstrate greater strength and skill. He has delighted in putting himself in contest with opponents to determine who is the superior performer. Man is by nature highly competitive and in search of excellence in performance.....physical education, the area of the curriculum in which human performance receives the greatest emphasis, deals with the specific components of performance and methods of improving performance. Through this phase of education, men and women become involved with the improvement of running, jumping, throwing, and other basic skills. They also learn specific skills which demand great accuracy and precision. Physical educators are especially concerned that human performance be graceful, efficient, and effective.

JENSEN, C.R. & SCHUTTZ, G.W.

The educational perspective of physical activity goes on enlarging as the child grows. In the beginning the educational perspective is confined to such measures like action and rest, success and failure, the fear of falling, fear of facing the competition and so on, whereas at higher levels the educational perspective leads to analyzing a physical activity, analyzing a win or defeat, attempting to apply classroom learning to play situations and vice versa and applying gains of physical education to life situations.

The child enters the playground with an unique personality, a separate individuality which includes his physiological personality and academic learning. This academic learning includes the three 'Rs', namely, reading, writing and arithmetic. These three basic skills are necessary to achieve minimum level of literacy and communication skills. These two aspects, that is, literacy and communication are basic in physical activity because any physical activity is controlled by written and spoken commands which require a minimum level of literacy and communicative skills to understand the rules and regulations of the game.

On the higher levels, the objectives of education become three 'Hs' viz., development of head, heart and hands. The development of head means achieving intellectual skills like thinking, planning and imagination; the development of heart means achieving the social skills like competition, cooperative feelings, emotional maturity and endurance; the development of hands means achieving psychomotor skills and abilities like grip, coordination, strength, and so on. In this respect the educational objectives and processes have a great impact on physical education because physical activities are based on three 'Rs' but they aim at three 'Hs'. Any physical activity can be analysed in terms of intellectual, social and physical components involved and skills demanded. In this respect also a lot of classroom learning becomes relevant to the sports and in the playground.

Educational perspective helps to interpret and understand the playground experiences and their outcomes. This is necessary because the student's experiences in physical activities influences his classroom learning and vice versa. Thus any feeling of rejection and frustration of the student should be perceived in the total school environment including the playground and any guidance and counselling should necessarily extend to the playground. Otherwise, the diagnostic measures become incomplete, partial and temporary. The problem in the present-day school is that the classroom teachers do not undertake physical education programmes and physical education teachers do not participate in classroom teaching and other curricular programmes with the result that wide gap exists between classroom and play fields. This defect can be eliminated by including the physical education teacher in academic and administrative aspects of instruction.

Giving an educational orientation to physical activity helps to provide clarity, continuity and stability to physical activities espe-

cially when physical education is integrated with general education: without continuity and stability it is very difficult to derive educational benefits from physical activities. Further, evaluation of a physical education programme is possible when it achieves stability along with continuity. In this respect physical education derives its purpose and processes from the general school set-up. For example, the way of organizing physical activities in a rural school are quite different from those of an urban school not only in the type of activity selected but also in the extent of stability and continuity that it achieves.

Methods of Bringing Educational Perspective into Physical Education

Educational institutions have miserably failed in organizing a sound sports programme. The commercial interest that reaped from sports boom have resulted in ignoring the educational values of sports activities. Educational perspective must assume a positive role in this area just as in other curricular programmes like mathematics, history, science or languages. We need a 'New Sports' and 'New Athletics' in our educational institutions which can be rightly called educational athletics and educational sports as contrasted with the routine recreational or pastime forms of activities.

Other areas of school subjects are concerned with having a sound educational programme that is based on the developmental aspects of growth for guidelines and demand progression and sequential development of the content, but in physical education we seem to follow an adult formula which is projected downward upon our young children instead of making any developmental progressive approach. For instance sports experiences from schools to colleges do not seem to recognise the sequential development of athletic experience and differences in developmental capacities at different age levels.

The following principles help to make sports more educational and bring educational perspective into physical activity: (1) Emphasise on the player more than the spectator. The focus of thoughts and efforts should be to provide a safer athletic experience free from undesirable pressures, and filled with educational values (2) Keep the player on the squad and do not cut him. If a body desires to join a particular team and spend the time and energy involved, he should be provided such an opportunity and experience even though he is not highly skilled. That is because the contributions made by physical education to the less skilled students are greater than and more necessary than such contributions made to an already gifted athlete. (3) Allow players to take charge and feel responsible to devise their plays, strategies and teams. This develops leadership qualities among them. (4) Respect the scholar and devotee. This is because sports are more a means than an end and hence players should meet the same

academic requirements as other students. Thus we often have a player who is the most valuable in a team and is also a good student in the classroom. (v) Provide subjects tutors for those players who are poor in their studies; it will be good if the physical education teacher himself can tutor such weak students in academic studies (6) Give the player more opportunities to select the sport, plan the strategy, and do the thinking. This is because the more thinking that is done by the players themselves, the more educational the sport becomes.

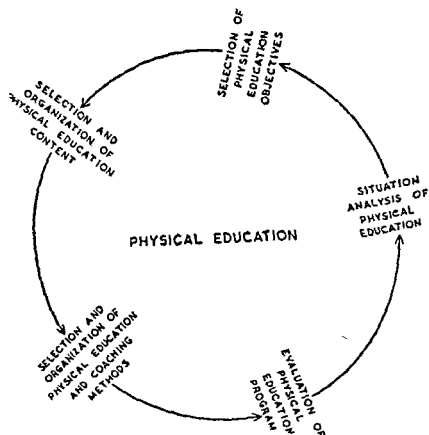
(7) Have regular brainstorming sessions. This helps to get the intellectual machinery into action and make the players more creative in thinking, plan strategies and ideas for over-throwing opposition. (8) Have shorter sessions for practice instead of longer sessions. This helps the student to have better success in studies and less scholastic intelligibility because he does not consider physical education as an interference.

In this way we can provide better educational sports to the students. But this also requires improvement in the status of the coaches along with appropriate changes in handling the students; we should make the coach a recognised member of the faculty and let him enjoy all rights and privileges, take an active part in faculty meetings and other school activities where educational programmes are planned and developed. The coach must assume this responsibility in seeking that physical activities contribute to educational goals. We have to select them on the basis not only of their win/loss records but also on their educational qualifications. This is important because they are in the business of education as much as the subject teacher and hence they require to have the same socio-cultural background and meet the same educational standards as other teachers. Educational qualifications, if strictly observed for physical educators help them not only to achieve an educational orientation, but develops in them a feeling of equality and self-respect.

Thus educational perspective acts as a source of inspiration to physical activities and provides physical facilities, psychological setting, total educational objectives and expects a level of physical development and levels of aspiration and achievement in the students. It also helps to integrate physical education with general education so that a holistic approach can be adopted in the process of schooling. In short, physical education is an integral part of general education and helps the school to achieve its objective of balanced development and allround growth.

Franklin Parker¹ starts with a big question: Why does man play and engage in sport and dignify his theory and practice as physical education? He tries to answer this in terms of different

1. Parker, F., 'Sport, Play and physical education in culture perspective' in Charles A. Bucher, *Dimensions of Physical Education*. The C.V. Mosby Company, Saint Louis p. 39.



CURRICULUM PROGRESS IN PHYSICAL EDUCATION

theories based on Shiller's aesthetic theory of play and other theories and finally comes to the conclusion that different aspects like recapitulation, will to power, catharsis and aesthetics operate and make the person play. In fact, he reduces every theory to one theme and says that "Man moves because he has to move like the amoeba, to find the best conditions for life. He must move efficiently for survival."² He further concludes with a positive and encouraging tone and says "More than other teachers, you touch a deep well of interest. This tap root is here, rich and vibrant, awaiting only your nourishing direction"³.

The major question is whether the schools and physical education are ready to offer the educational perspective to our activities. This can be answered when we understand the functions of the school and the functions of the playground and the relationship between the school and the playground.

"We may sum up the function of the school as being able (i) to provide the kind of environment which is best suited to

2. *ibid.* p. 42.

3. *Ibid.*

individual and social development (ii) to stimulate and guide healthy growth in this environment (iii) to enable children to acquire the habits, skills, knowledge, interests and attitudes of mind which they will need for living a full and useful life⁴."

In the light of the above statements regarding the functions of the school we should ask ourselves whether the above functions can be achieved completely within the four walls of the classroom without taking the aid of physical activities and the playground. Can we afford to ignore the playground and still help the students acquire skills, habits, attitudes and knowledge useful for a fuller life? The answer is an immediate 'No'. In fact the classroom offers only a setting for development and the development takes place mostly outside the classroom because the student spends a relatively shorter period in the classroom and a longer period in the outside open environment.

This reflects the need for an educational perspective in any action and a practical orientation in any education. Now it is easier for us to understand the functions of the playground and the position that physical education occupies in the system of general education. In his discussions about the contributions of physical education, Williams mentions four possible developments that lead to the contribution of physical education. They are (1) development of organic systems (2) development of neuromuscular skills (3) development of interest in play and recreation and (4) development of standard ways of behaviour.⁵

The relationship between physical education and other aspects of schooling are quite obvious and need no emphasis. William defines physical education in the following way: "Physical education is the sum of man's physical activities selected as to kind, and conducted as to outcomes."⁶ The definition takes into account the fact that a selection of activities must be made and that outcomes are important. And the phrase "conducted as to outcomes", means of course, that the outcomes needed by a nation will be sought. There will, therefore, be emphasized physiological results, growth and developmental outcomes, neuromuscular skills, interests, attitudes and habits. Habits and attitudes of healthy living and interest in wholesome recreation are the concern and responsibility not only of health education and recreation but of physical education as well; physical education has a unique opportunity to contribute in its training and conditioning routines, in its athletic ideals, and in its functional leisure time skills. It must be

4. *Handbook of Suggestions for Teachers* (Board of Education, London) p. 15 in W.M. Ryburn. *The Principles of Teaching*, Oxford University Press, 1957 p. 14.

5. Williams, J.F. *The Principles of Physical Education*, W. B. Saunders Company, Philadelphia, 1966, p. 38

6. *ibid.*, pp. 13-14

recognised that children get a majority of physical education in various motor activities, out of school activities and outside the school.

Just as waves and the sea are related, so are physical education and education related, one inseparable from the other. This may sound like a literary exercise but the two are so intermixed that we cannot clearly say to what extent an aspect of learning is academic and non-physical. Similarly we cannot say where the academic aspect ends and the physical aspect starts. Educational orientation should be given to the physical educator right from the beginning so that he can see a meaning and a purpose in every physical activity and a continuity in his work. This needs a clarity of thinking, planning and implementing.

Clarity must characterize theoretical approaches in physical education. Although physical education was practised in educational institutions quite for sometime, each generation of the students and society is asked to defend the inclusion of physical education in the school and define clearly its roles. It is a prerequisite that the physical educator understands the need and scope of educational perspectives of activities and keep himself informed of the relationship between education and physical education. Physical education is concerned with many things as a professional field, the physical exercises and sports in the schools, as a major subject offered in the colleges or even physical activities outside the school, for example, the physical work of a labourer. In such different situations each activity assumes a different purpose and heritage. This diversion naturally results in lack of clarity about the aims and purposes of physical education. In other words, its perspectives have been confused, misunderstood, partially understood or even not at all understood. Any principle, purpose, or procedure when we develop without understanding the context becomes limited in its contribution to the field of physical education. Contextual analysis of physical education is to be done by the people concerned in order to derive principles, purposes, procedures which are broad-based so that their contribution becomes broad, intensive, and significant.

Jerome Bruner⁷ in his *The process of education* suggests that the transfer of principles lies at the heart of educational process and accounts for the broadening and deepening of knowledge. In such attempts educators feel that broadening of knowledge can be achieved through special areas like physical education. Education gives the security that physical education needs for a strong foundation. Physical education is one of the plants that grows in the soil of education. Educational principles must emerge from a process of clear and rational analysis of physical activities. It requires a clear understanding of both processes and principles of

7. Bruner, J. S. *The Process of Education*, Harvard University Press, Cambridge, Massachusetts, 1963, in Felshin p. v.

physical education and its position in the total educational set-up.

One of the important reasons for educational perspectives of physical education is the strong association between the school and sport. Generally, principles are used as purposes and as guidelines to action directed towards the school. The idea of physical education principles to action is thus directed toward the school which is the background for action. The relationship between the school and the sport is not of a cause and effect type but of partnership type that is, school offers something, perhaps the background and substratum to the sport, whereas sport offers in return perhaps recreation and the all-round development of the child. Hence the physical educator should be able to appreciate these natural limits and common fence between the school and the physical activity so that he does not miss the track.

The present recognition of the need for rationality in knowledge has caused all academic disciplines to re-examine their goals and organisations in the changing society. As Fleshin feels "the process of teaching and learning must be clarified in relation to the pervading goals of education and to the structure and organisation of knowledge in subject fields⁸". The process of instruction and training physical activities must be clearly defined in relation to the expanding goals of general education and to the structure and organisation of physical education. The success of physical education depends on the extent to which it shoulders this responsibility and cooperates with the school.

Any discipline gains scope and direction only when it is grounded in a well conceived framework within the broader area called education. This framework is nothing but the setting in which physical education ideas or events relate to one another and relate to education. The framework must be constructed by a rational process which helps it to achieve both conviction and knowledge and abet the growth of physical education principles within it. Perspectives are different aspects or views of one's action and a correct perspective on the part of the physical educator is a must to achieve a rational decision related to the structure and organization and physical activities. He has to perceive these activities through the perspective within which it occurs. If coaching is to reflect right choices and correct actions then it must evolve from a scientifically developed and fully understood perspective. Physical education occurs within educational perspectives, that is within the schools and hence he (educator) has to understand the structure and organization of the school in general and the relationship between the school and the structure and organisation of physical activities. This is quite obvious because we cannot of conceive any physical education without an

8. Felshin, J., : *Perspectives and Principles for Physical Education*, John Wiley and Sons, New York, 1967, p V-VI.

educational background or without an educational value and we cannot remain satisfied with acquisition of mere knowledge which ignores the physical well-being.

Resume

It is a well-known fact that for our life, our lungs are as important as our heart because both constitute integral parts of the body system. Similarly, with regard to the mind or the body—one is as important as the other and one cannot be developed by neglecting the other. Such an analogy is true of education and physical education, because they co-exist, cooperate and coordinate in their structure and functioning. This fundamental relationship cannot be ignored either by the common teacher or by the physical educational teacher. In this chapter a brief account is given representing the various reasons for considering physical education as an integral part of total education. Under such a framework the role of the physical education teacher is different from the traditional physical education teacher as just a coach. Such a change of roles has already been reflected in assigning certain professional, education and technical pre-requirements and conditions. The wisdom of opinion exchange between a physical education teacher and a subject teacher has been discussed keeping in mind the factors related to student characteristics, curricular characteristics along with the essential question "How to make physical education a really integral part of total education?" The focal point of this chapter is the need for perceiving physical education as an integral part of the school and not as something alien to the educational system.

REFERENCES

- ARNOLD, P.J., *Education, Physical Education and Personality Development*, Heinemann, London, 1970.
- ATKINSON, C. and MALESKA, E.T., *The Story of Education*. Bantam books, New York, 1967.
- BARROW, H. M., *Man and His Movement: Principles of His Physical Education*. Lea & Febiger, Philadelphia, 1973.
- BUCHER, C. A., *Foundations of Physical Education*, The C. V. Mosby Company, Saint Louis, 1972.
- DROWATZ, J. N., *Physical Education for Mentally Retarded*, Lea & Febiger, Philadelphia, 1971.
- FELSHIN, J., *Perspectives and Principles for Physical Education*, John Wiley and Sons, New York, 1967.
- GLASSOW, R. B., *Fundamentals in Physical Education*, Lea & Febiger, Philadelphia, 1932.
- NASH, J. B., "Interpretations of Physical Education." (*Character Education Through Physical Education*) Vol. III A. S. Barnes and Company Inc, New York, 1932.

- OBERTEUFFER, D., *et al.* : *Physical Education*, Harper & Row Publishers, New York, 1970.
- ROGERS, F. R., *Educational Objectives of Physical Activity*, A. S. Barnes and Company, New York, 1929.
- THOMPSON, J. C., *Physical Education for the 1970's*, Prentice-Hall, Inc Engle Wood Cliffs, N.J. 1971.
- ULLICH, R.; *History of Educational Thought*, Eurasia Publishing House (P) Ltd., New Delhi, 1967.
- WAKHARKAR, D. G., *Manual of Physical Education*, Pearl Publication, Bombay, 1967.
- WAY MAN, A. R., *Education Through Physical Education*, Lea & Febiger, Philadelphia, 1934.
- WILLIAMS, J. F., *The Principles of Physical Education*, W. B. Saunders Company, Philadelphia, 1966.
- WOOD, T. D. and CASSIDY, R. F. : *The New Physical Education*, The Macmillan Company, New York, 1934.

Chapter 6

PHILOSOPHY AND FUNCTIONS

***Nature of Philosophy**

***Some General Philosophies**

***Functions and Objectives of Physical Education**

When the characteristics of philosophic minded persons are studied, they appear to cluster along three inter-related dimensions — comprehensiveness, penetration, and flexibility.

SMITH, P.H.

From *Philosophy of Education*, New York, 1965, p. 8.

PHILOSOPHY AND FUNCTIONS

Philosophy is a name for the process by which people come to make sense from the disorder of common experience and exercise. The true philosopher exposes in imagination and in prediction the consequences of thinking and acting in certain ways, and questions the customary forms of living. Taking certain particulars which he has found to be true in his own experience, he rises to generalisations which go beyond the smaller details of life and thought, and gives new suggestions, new explanations, new aims to the human race. In a liberal community, philosophy is the self-correcting mechanism by which society and the individual can examine their own weaknesses, can take steps to overcome them and move in a new direction. Its special contribution has been to draw together facts from many different quarters and to provide explanations of human motive and ideas for human betterment of certain groups at the expense of others.¹

The question of values has always handicapped the profession of physical education. For example there is no doubt in the minds of most people about the value of medicine and the significance of a doctor. But many people are not convinced of the importance of physical education in normal life. The living examples of great people who were physically weak is often cited as an example of the fact that physical weakness is no hurdle to achieving greatness or fame. There is also the misconception that physically weak people develop other compensatory capacities.

Hence a thorough understanding of the philosophy and functions of physical education in the normal course of life is very essential for the physical education teacher to convince the students and the community about the importance of physical education. Escar Shrartz describes Nietzsche as a philosopher of fitness. Nietzsche gives an existential interpretation of physical fitness: according to him fitness is not only physical but also "social, emotional and mental" and that one should seek a level of fitness; "which is

1. Taylor, H. ; *On Education and Freedom*. Abelard-Schuman, New York, 1954 pp. 126-27.

between the physical culturists and the despisers of the body".²

Although historians of ideas will set the names of different philosophers side by side, it is unlikely that professionals themselves will view their contributions as a collective philosophical achievement. This is because philosophy is made up of both discord and disunity which alone helps the building of divergent schools of thought under various disciplines and under various classifications. This reflects the very complicated nature of philosophy and the process of philosophizing. Hence to understand the philosophical foundations of physical education becomes all the more difficult.

With the picture of activity left us through philosophical background we get divisions and factions related to the philosophy and functions of the physical education. Philosophy itself derives its sense of purpose and direction from many sources, from many situations and from many societies and hence an element of diversity enters into the picture which gives rise to differences in thinking in viewpoints and opinions. The physical educator, if he wants to understand the philosophy of physical education and its functions, should first of all get a philosophical perspective. But the problem is, very often the working philosopher's perspective gets distorted as regards the aims and the procedures of the philosopher himself. This creates confusion in a professional who is generally aware of the profession only and not its philosophy. Secondly, philosophy gets into it narrowness and bias as the necessary ingredients of thinking. This creates a philosophical environment and provides a useful framework to the philosopher and consolidates his ideas but gives rise to one-sided acceptance of ideas. The physical educator should not be misled into identifying philosophical life with the local philosophical scene and he should be provided with opportunities for serious philosophizing in his profession. As Arne Naess says "His own appraisal of the truth or falsity of philosophical thoughts is what matters most, and this is surely something that should be made to depend as little as possible on the accident of environment".³

2. Escar Shrartz, "Nietzsche: A philosopher of fitness", in *Sport and the Body; A Philosophical symposium* (Ellen W. Gerber, Editor) Lea and Febiger, Philadelphia 1972 p. 183.
3. Naess, A., *Four Modern Philosophers*, Phonex Books. The University of Chicago Press, Chicago. 1969 p. VIII.

MAXIMS OF PHYSICAL EDUCATION

1. Proceed from the Known to the Unknown.
2. Proceed from Concrete to Abstract.
3. Proceed from Particular to the General.
4. Proceed from Easy to the Difficult.
5. Proceed from Simple to Complex.
6. Proceed from Psychological to Logical.
7. Proceed from Induction to Deduction.

Nature of Philosophy

To a fresh physical education teacher even the question like "what is philosophy?" may mean nothing because the word is used in many ways under different contexts. We talk about the president's philosophy on the economy, or the football coach's philosophy, or about "developing one's philosophy of life," or even about a company's philosophy. So the word is used in many ways: it may mean a person's policy or someone's strategy or practical maxims, or one's values and attitudes towards situations encountered in everyday life, or with reference to our last example, a company's advertising slogan.

In addition to these uses, "philosophy has been taken to include religion and the study of religious dogma, a study of witchcraft or the occult, editorializing and social commentary, political propagandizing and manifestoes, mysticism, parapsychology, astrology, and a whole host of other activities, doctrines and practices."⁴

Philosophy definitely does not mean any of the above said narrow things. Only by carefully working through several Philosophical points of view, by understanding philosophical issues, by working through the intellectual milieu of the controversy, arguments and the rebuttals in philosophical problems and the suggested solutions that philosophers offer, we know the philosophers and philosophy. In the same way to understand the philosophy of physical education we cannot give a definite or straight-forward definition. The best we can do is to make a study of several points of view that philosophers and physical educators put forth and analyse them and get the total view. We need not feel ashamed for our inability to capture the philosophy of physical education in

4. Hamilton, J.R. et al, *Readings for an Introduction to Philosophy*, Macmillan Publishing Co. Inc. New York, 1976 p. 3.

a single sentence. This sort of handicap need not stop us from designing a philosophy for physical education.

Now what is the concern of philosophers for physical education? What is it about matters of philosophy that interest physical educators? In general, philosophers deal with describing the behaviour, reasons for such behaviour and the arguments for a particular view of the meaning and use of physical education, concepts dealing with such behaviour.

To any domain of learning and profession the main field of philosophy extends over a wide canvas of viewpoints, opinions and even conclusions. The modern philosophers are drawn by the magnet of the relevances of the past. Philosophy is inherent in all sustained human activity, progress and influence. It is an antecedent to all fields of human achievement, whether physical, intellectual or social and the heritage of philosophy does not come in the form of a bequest only but also as a qualification, competence and source of encouragement; it provides a framework along with a national theory through which a logical method and penetrating explanation are desired for the problems of human existence.

By bringing physical education programmes into close proximity with philosophical schools of thought we can achieve two things viz., philosophical concepts can be made more meaningful, educative and practical as they take a physical form and physical education programmes can be correctly interpreted and better understood from a philosophical viewpoint. Philosophy gives purpose and direction to physical education; and physical education gives a specific area of application.

Physical educators should develop their education philosophies in a rational manner so that they represent the best interest of all human beings. This needs a logical structure and a systematic application which is possible only when scientific facts are assembled and workable theories are applied. Then only the philosophy can support the worth of physical education as an important and necessary component of general education.

Some General Philosophies

Educational thinking has been influenced by five streams of philosophies usually referred to as idealism, realism, pragmatism, naturalism, and existentialism. These philosophies deal with discussions which involve such questions like 'what is really true, valuable and right'.

Idealism

Plato is often referred to as the father of idealism. He strongly believed that ideas are enduring and physical objects are nothing but ideas expressed in a less than perfect fashion. According to

Plato there are two types of ideas—those which exist in the mind of men and those which exist outside of man's mind. Aristotle further explained this philosophy and developed a scientific method through reasoning and observation. Descartes' "I think, therefore I am" is an essential element of idealism.

Idealism has got certain important concepts dealing with man, man's mind, values and reasoning. The first concept says : Man is more important than nature and man interprets nature in terms of his mind, spirit and being and he creates physical objects. The second concept says that man's mind is in the focus of his being and anything becomes real only if it becomes a product of the mind and is equated by his thoughts and ideas. The third concept is that values are permanent and exist independently of man because they do not change in the light of various interpretations. Man only recognizes the existence of good and evil, beauty and ugliness and freedom and control. The fourth concept is that reasoning along with intuition is the method of knowing the truth.

The idealist considers education as a process that originates within the individual. The learning environment of the idealistic includes formulation of ideas through methods of teaching like the project method, the lecture method and the question-answer method. Rather than detecting answers the teacher guides his students through "thought".

The idealistic teacher of physical education believes that his field is more than mere physical education. Since idealism places the emphasis on moral and spiritual values it demands that physical education helps the individual reach the full potential of his personality. Idealism implies that physical education must be ideal-centred. The total effect of the activity on the student is more important than any single phase of the activity itself. Thus the idealist would accept physical exercise for self-discipline and not for merely building up physical fitness. Idealism emphasises a well organised and a well guided programme for the fulfilment of physical and mental development of the student.

Realism

Realism was a philosophical revolt against idealism. Aristotle said that truth and reality were one and the same. Aristotle is often referred to as the father of realism. According to realism there are four important concepts related to the physical reality, physical laws, scientific method and body-mind relationship.

Concept-1 :

Physical world alone is the *real* world and it is in no way created by or dependent on man's mind. The realist says that man just understands a physical world through sense organs and experiences.

Concept-2 :

All physical events are the result of the physical laws of nature. The realist considers that forces within the universe, which are physical laws alone control man's physical world.

Concept-3 :

The truth is determined through scientific method. The realist feels that science and philosophy are the best methods of knowing the truth.

Concept-4 :

The mind and the body have a close and harmonious relationship. According to realism the mind and the body are inseparable and that neither takes precedence over the other.

To the realist education means nothing but a process of three things—learning how to acquire knowledge, the process of acquiring knowledge, and putting that knowledge to practical use. The realistic teacher would guide his students through a process of acquiring knowledge and putting that knowledge to practical use. He would guide his student through a process of inductive reasoning which helps him get a unified concept of the physical world through objective methods of teaching, testing and evaluation. The mastery of the body of knowledge is accomplished through experimentation, demonstration, observation and through audio-visual aids.

The realist views physical education as a unit of study that prepares a student to adjust better to the physical world and the emphasis is placed on the outcome of the activity in terms of its use in physical adjustment. The realist considers that building of a healthy and sound body is a major objective of physical education. The teaching emphasises the fundamentals of games and activities, with each skill divided into movement or action components and the teaching is accomplished through logical method which follows a defined sequence. The realist would use drills extensively and any physical work is broken down into actions of orderly progressions. The realist would stress sportsmanship, good moral behaviour and scientific knowledge of the body as the other goals of physical education. For example, a basket-ball player should learn not only shooting a basket but also qualities of fair play and sport ethics.

Pragmatism

Pragmatism emphasises experience and knowledge rather than reality and that is why in the early stages it was often called experimentalism. Heraclitus was the early exponent of pragmatism. John Dewey brought forth the theory that everything we know is subject to change and is in no way static. Dewey considered life as a

continuing experiment and learning how to think as one of the most important goals. His philosophy influenced education very much. Pragmatism emphasises three aspects related to man and his theories.

Firstly, the experience of man causes changes in the concept of reality. The pragmatist says that ideas, values or realities are not inflexible and experience is the only possible way of knowing truth. Anything which is not experienced cannot be known. Secondly, the pragmatist believes in a workable theory and that only such a workable theory is a true theory and an unworkable theory is false. Thus success is taken as the criterion of the truth. Thirdly, the actions of man are considered to rest on the actions of the society. This is because man is an integral part of the larger society. The pragmatist is a believer of democracy and maintains that the needs of a group must incorporate the needs of each individual in the group.

The pragmatic approach of John Dewey is the approach followed in education. Experience is considered to be the key to learning and the application of intelligence to new experience helps to make education effective. Problem-solving method is considered to be the best way to gain experience. To the teacher the child is the most important thing in the school and the curriculum and classroom are to be child-centred in nature. The needs, interests and prior experiences of the child and the individual differences among them are the guiding principles of teaching. This resulted in preparing core courses, experimental curricula, and creative activities like dance, boating, camping etc.

The pragmatic approach to physical education helps to integrate the child and the society. Any activity which has real social value is considered worth learning and hence the formal and rigid systems like drill, exercise etc., are not given value in the curriculum. The pragmatist wants the physical education curriculum to be more varied so that more experiences will be attained and the needs of a majority of students can be satisfied. The physical educator who believes in pragmatism allows his students to take up activities in which they have shown interest and adopts it to the child instead of adopting the child to the activity. The activities of physical education are determined by the interests, abilities, needs and previous experiences of the child. This allows creative activity such as dance and fine arts as part of physical education. In short, progress in physical education involves developing adjustment, growth, success and knowledge through competitions of sports and games and through self-discovery.

Naturalism

Naturalism is sometimes called materialistic philosophy because it gives importance to physical existence of things. In the 18th century Rousseau and Pestalozzi set the foundations for the

naturalistic trends for physical education. Herbert Spencer defined education under naturalism which can be summarised under three aspects viz., (a) any reality that exists, only exists within the physical world i.e., it contains all that we observe, see and think about. Naturalism says that the scientific method is the best way of getting knowledge; (b) nature is the only source of value and values cannot exist separately from nature; (c) the individual is more important than society and it is the individual who advances nature.

Just like the idealist, the naturalist also believes in the child-centred school and education is considered to be the vital part of the process of growth. Education must be geared to the needs, interests and individual growth rate of each child because the child is undergoing growth continuously. Just like realism, naturalism also advocates education of both body (physical) and mind (mental and moral) with neither taking precedence. The teacher has to understand how each individual child learns; instead of using drills and memorising, the teacher should encourage the child to take an active part in his education and growth. The teacher is a guide and the student educates himself through self-activity.

Naturalism advocates that the physical education teacher pay more attention to the known facts concerned with child growth and development. The child is not just a part of the larger group but a single unit in itself. The naturalist does not approve of intense competition between groups but proposes that the child should compete against himself and better his performance. Finally the naturalist feels the need for wide variety of activities including team and individual sports, vigorous exercises and out-door education. Play and activity help to develop qualities like group membership, high moral standards, social habits and social relationships.

Thus the above four philosophies influence education and physical education with regard to their objectives, curriculum, methodology and the place of the child in the process of learning. Besides, the changes that took place during the 18th century throughout the Western world influenced the way that people thought about economic, social, political and religious problems. The liberalism, the ideas and proposals of Rousseau furnishes the inspiration for a programme of education with the major aim of preparing citizens for life in a democratic society. The work of Johann Basedow (1723-1790) in his naturalistic school at Dessau advocated and popularised the use of natural methods in the education of children. His was the first European school to include in his school curriculum, daily instruction in physical education for all students.

The work of Johann Friedrich Guts Muths, (1759-1839) in Slazmann's school at Schrepfenthal shows that he had a clear conception of the importance of basing physical education practice on sound scientific foundations, of the educational value of play, of the need for providing opportunities for satisfying participation in games and of the need for providing physical education programme adapted to the abilities, needs and interests of girls.

He established a system of keeping accurate records which enabled one to determine the progress made by each individual student. He has written two books *Gymnastics for the Young* and *Games*. Pestalozzi recognised the importance of physical education from the procedural point of view. The development of psychological methods in education was brought to the attention of the general public by him and he successfully introduced experimentation in the place of opinion and custom for solving educational problems.

Herbert emphasised that human intellect was a unity and not broken up into a number of faculties. He advocated that one develops by having direct experiences and contacts and not by the development of certain in-born faculties. He pointed out the importance of experiences in the development of character and personality. Froebel emphasised the necessity of studying children and basing educational efforts on their nature, interests and needs through the use of activities related to life and having some meaning to students. He accepted the theory of organic evolution and said that one of the essential factors in the evolutionary process was self-activity on the part of each individual. The most important contribution of Froebel is his exaltation of the values of play. He had valued play for its physical and hygienic effects.

The application of John Dewey's philosophy indicates an activity programme in the schools with emphasis on creative self-activity of the pupils.

The rapid advance in scientific knowledge and the new interest in school health-work have helped to shape programmes of physical education. France was the first nation to inaugurate health-work in the schools when in 1833 the school authorities were asked to take responsibility for health supervision of school children.

The great social and political movements like the industrial revolution and the Morrill Act have also been important factors in influencing the development and organisation of physical education programmes. Finally the playground movement, the Y.M.C.A., the world war and the work of professional organisations like Amateur Athletic Union, National Association of Basketball Coaches along with modern leaders of physical education like Dio Lewis, Edward Hitchcock, Thomas D. Wood, Jesse F. Williams and Clark W. Hetherington, inspired the growth of physical education.

Functions and Objectives of Physical Education

The field of physical education is characterized by the functions and objectives for which it exists. The functions and objective must be related to the qualities of a physically educated person. The concise and all-inclusive statement of the aim of physical education is given by Book Walter as; "The aim of physical education is the optimum development of physically, socially and mentally integrated and adjusted individual through guided instruction and

naturalistic trends for physical education. Herbert Spencer defined education under naturalism which can be summarised under three aspects viz., (a) any reality that exists, only exists within the physical world i.e., it contains all that we observe, see and think about. Naturalism says that the scientific method is the best way of getting knowledge; (b) nature is the only source of value and values cannot exist separately from nature; (c) the individual is more important than society and it is the individual who advances nature.

Just like the idealist, the naturalist also believes in the child-centred school and education is considered to be the vital part of the process of growth. Education must be geared to the needs, interests and individual growth rate of each child because the child is undergoing growth continuously. Just like realism, naturalism also advocates education of both body (physical) and mind (mental and moral) with neither taking precedence. The teacher has to understand how each individual child learns; instead of using drills and memorising, the teacher should encourage the child to take an active part in his education and growth. The teacher is a guide and the student educates himself through self-activity.

Naturalism advocates that the physical education teacher pay more attention to the known facts concerned with child growth and development. The child is not just a part of the larger group but a single unit in itself. The naturalist does not approve of intense competition between groups but proposes that the child should compete against himself and better his performance. Finally the naturalist feels the need for wide variety of activities including team and individual sports, vigorous exercises and out-door education. Play and activity help to develop qualities like group membership, high moral standards, social habits and social relationships.

Thus the above four philosophies influence education and physical education with regard to their objectives, curriculum, methodology and the place of the child in the process of learning. Besides, the changes that took place during the 18th century throughout the Western world influenced the way that people thought about economic, social, political and religious problems. The liberalism, the ideas and proposals of Rousseau furnishes the inspiration for a programme of education with the major aim of preparing citizens for life in a democratic society. The work of Johann Basedow (1723-1790) in his naturalistic school at Dessau advocated and popularised the use of natural methods in the education of children. His was the first European school to include in his school curriculum, daily instruction in physical education for all students.

The work of Johann Friedrich Guts Muths, (1759-1839) in Slazmann's school at Schrepfenthal shows that he had a clear conception of the importance of basing physical education practice on sound scientific foundations, of the educational value of play, of the need for providing opportunities for satisfying participation in games and of the need for providing physical education programme adapted to the abilities, needs and interests of girls.

He established a system of keeping accurate records which enabled one to determine the progress made by each individual student. He has written two books *Gymnastics for the Young* and *Games*. Pestalozzi recognised the importance of physical education from the procedural point of view. The development of psychological methods in education was brought to the attention of the general public by him and he successfully introduced experimentation in the place of opinion and custom for solving educational problems.

Herbert emphasised that human intellect was a unity and not broken up into a number of faculties. He advocated that one develops by having direct experiences and contacts and not by the development of certain in-born faculties. He pointed out the importance of experiences in the development of character and personality. Froebel emphasised the necessity of studying children and basing educational efforts on their nature, interests and needs through the use of activities related to life and having some meaning to students. He accepted the theory of organic evolution and said that one of the essential factors in the evolutionary process was self-activity on the part of each individual. The most important contribution of Froebel is his exaltation of the values of play. He had valued play for its physical and hygienic effects.

The application of John Dewey's philosophy indicates an activity programme in the schools with emphasis on creative self-activity of the pupils.

The rapid advance in scientific knowledge and the new interest in school health-work have helped to shape programmes of physical education. France was the first nation to inaugurate health-work in the schools when in 1833 the school authorities were asked to take responsibility for health supervision of school children.

The great social and political movements like the industrial revolution and the Morrill Act have also been important factors in influencing the development and organisation of physical education programmes. Finally the playground movement, the Y.M.C.A., the world war and the work of professional organisations like Amateur Athletic Union, National Association of Basket-ball Coaches along with modern leaders of physical education like Dio Lewis, Edward Hitchcock, Thomas D. Wood, Jesse F. Williams and Clark W. Hetherington, inspired the growth of physical education.

Functions and Objectives of Physical Education

The field of physical education is characterized by the functions and objectives for which it exists. The functions and objective must be related to the qualities of a physically educated person. The concise and all-inclusive statement of the aim of physical education is given by Book Walter as; "The aim of physical education is the optimum development of physically, socially and mentally integrated and adjusted individual through guided instruction and

participation in selected total body sports, rhythmic and gymnastic activities conducted according to social and hygienic standards."⁵

Book Walter has outlined the purposes of physical education at four levels along with the objectives in the following way.

- | | |
|-----------------------|---|
| 1. Philosophic level | (ultimate aim) |
| 2. Sociological level | (Remote Adjustment objective—health, worthy use of leisure, ethical character) |
| 3. Biological level | (Intermediate development objectives organic development, neuro muscular development, interpretative cortical development, emotional impulsive development) |
| 4. Pedagogical level | (Immediate control objectives) |

Clarke lists three objectives of physical education: physical fitness, social efficiency and culture. Cowell and Schehn classify the objectives into 5 groups; organic power, the ability to maintain adaptive effort, neuromuscular development, personal social attitudes and adjustment, interpretive and intellectual development, and emotional responsiveness. Hetherington lists a 5-way classification of objectives—the immediate objectives the remote objectives, the objectives in development, the objectives, in social standards, and the objectives in the control of health conditions. Basalle lists five classifications of objectives—organic aspects of development, neuromuscular aspect of development, emotional aspect of development, social aspects of development, and the intellectual aspects of development.

Nash lists four developmental objectives of physical education:

- | | |
|-------------------------------|------------------------------|
| 1. Organic development. | 3. Interpretive development. |
| 2. Neuromuscular development. | 4. Emotional development. |

Oberteuffer and Ulrich have two major points to make.

- (1) *Immediate objectives* (skill in an activity, organic values and fundamental amusement.)
- (2) *Long range objectives* (psychological characteristics and social control)

Williams on the other hand has a rather long list.

1. Broad aim—qualified leadership, adequate facilities and experiences having physical, mental and social implications.
5. Bucher, C.A : *Foundations of Physical Education*, the C.V. Mosby Company, Saint Louis 1972, pp. 146-153.

2. Preventive and corrective objectives. Adjustment of the various body parts to each other.
3. Objectives in games and sports—further participation in activities.
4. Objectives of dance—development of the whole individual.
5. Objectives in hiking, camping, fishing and hunting—military and social preparedness:
6. Objectives in self-testing, stunt, and combat activities—development of confidence, courage and the ability to control the body.
7. Objectives in fundamental skills (walking, running, jumping, leaping, throwing, hanging, climbing, lifting and carrying) utilitarian value in day-to-day life.
8. Objectives in equipment and staff—adequate school plant and well qualified teachers.

In short, he mentions technical objectives, concomitant objectives and associated objectives in terms of the outcomes like development of organic systems, development of neuromuscular skills, development of interest in play, use of leisure, and development of social and moral standards of behaviour.

Wood and Cassidy lists two general objectives and certain specific objectives.

General Objectives

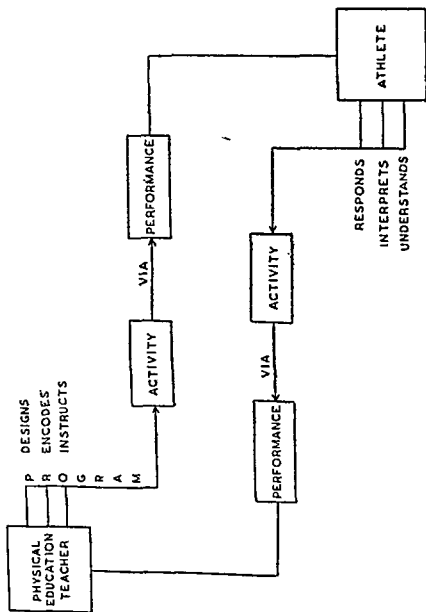
1. Harmonious development during childhood which includes interest, capacities and abilities.
2. Harmonious development for useful adult life which includes interest, ideals and habits.

Specific Objectives

1. Muscular growth.
2. Organic Vigour
3. Nervous Vitality
4. Good health habits
5. Correction of defects
6. Good health service
7. Supervision of mental hygiene.

He also mentions specific social and ethical objectives and intellectual objectives.

Principles and scientific foundations of the objectives have been set forth by Adams in the following lines.



COMMUNICATION BETWEEN PHYSICAL EDUCATION TEACHER AND ATHLETE

1. Education involves the whole organism and physical education is a phase of general education.
2. Physical education activity is conducive to growth and development.
3. Physical education contributes to the constructive use of leisure.
4. Physical education provides for leadership training and training of emotions.
5. Physical education provides opportunities for expression and creativity.
6. Physical education provides for cultural development, mental development and personality and character development.
7. Physical education provides for organic development—physical fitness.
8. Physical education develops neuromuscular skills and habits of health and safety.
9. Physical education contributes to democratic processes.
10. Physical education has biological, psychological and sociological foundations.
11. Physical education is based on human needs.
12. Play is an instinctive drive with educational potential.

In view of the above discussion it appears that physical education has come to stay as an integral part of schooling. It has both general and specific objectives and its curriculum and content has also been properly specified. Other related aspects like health, safety and recreation have been incorporated into physical education to make it broad-based and purposeful. The study of movements and organised games along with the physiological and psychological aspects of sports have helped to make it a field of co-curricular importance.

Now we have a proper interpretation of what it means to be physically educated in terms of attitudes, ideals, habits and skills. Thus with its strong and varied philosophical foundations, clearly spelt out objectives and organisational structure, physical education will be in a position to help the society and the individual in achieving all-round development.

Resume

Once you have signed your first contract to work as physical education teacher, you have to know the philosophy and functions of your profession. It is not that you have to swallow the entire theory of idealism or realism or pragmatism or existentialism, but develop the philosophic viewpoint that is necessary for your

PART III

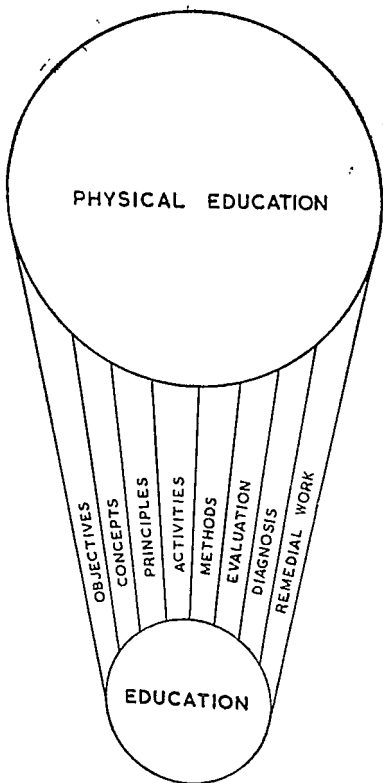
EDUCATIONAL BASIS OF PHYSICAL EDUCATION

Education is not confined to the four walls of the classroom or to the limits of the school campus. The process of getting educated is present in all experiences of a person, whether in the home, school or society. But schools and colleges represent a well-organised form of education where students spend a great portion of their time. Besides, schools and colleges have a strong impact on the personality of the students and it is natural for the ideals and attitudes, habits and skills of the students being shaped in a particular way according to the objectives and dynamics of the school.

Physical education has to derive much from the educational system within which it exists and operates. The impact of activity depends on the extent to which it derives its basic orientation and meaning from the mainstream of general education. It is necessary for physical education to act as a supportive and supplementary component of general education so that the objectives of education and physical education fit into each other instead of acting as contradictory or isolated forces. Hence every physical educationist should be well acquainted with the educational basis of physical education. Such a knowledge helps in understanding the role of physical activity in the framework of education and plan and execute physical activities accordingly. Otherwise there is the danger of physical education getting restricted to the training of sports and games without understanding the wider significance of development.

Educational basis of physical education though not new in meaning is rather novel in the approach. Attempts to understand the needs and limitations of the society and the role of physical work in social upliftment has made it possible to correlate and integrate various domains of learning with the appropriate activities and frame an integrated programme of schooling to achieve total education.

As both general education and physical education deal with the same student population it becomes a prerequisite for the physical education teacher to interpret the psychological, social and physical aspects of the students in the total structure of schooling so that physical activities can be selected on the basis of need, interest, and abilities of the individual students and the educational objectives of the school. The educational basis of physical education helps to define the scope of physical activities and provide proper guidelines in matching the student with the activities relevant to schooling.



education. The educational aspects of performance and action, has been an area of study on which the teacher and coach have sought guidance as to the nature of educative abilities and activities, skills and movements with which they are both concerned, they have also sought guidance as to the ways and means in which most, the educative and effective performance might be achieved.

Educative Process of Activity

The recent intensification of academic study in physical education with respect to educational objectives and interpretation has resulted as an exciting and embarrassing experience. The excitement is due to the possibilities and implications that open up as each new dimension of education is understood. The embarrassment has occurred as contradicting and confusing arrays of new meanings, ideas and concepts have to be rationally organised into coherent summaries and workable suggestions for the teacher in the classroom and coach in the playground.

Going to the playfields is a common experience for children around the school. Each child brings to the field his unique ways of life, abilities and limitations. Hence we consider the playfield as a mini-school with its own educational values and processes. The conditions which make for good physical health and learning, and the ways in which a coach can improve the educative climate of the field is the most important aspect of physical education. The educational aspects of physical activity has an important bearing directly on training performance in the field and on what physical education finally does for the school. Knowledge of educational aspects of physical education is an important tool for improved coaching.

THE MAIN AGENTS OF EDUCATION IN THE SCHOOL

- | | |
|----------------------------|--------------------------|
| 1. The classroom | 6. The peer group |
| 2. The curriculum | 7. The Library |
| 3. Teacher's personality | 8. The Assembly |
| 4. Physical education | 9. The Laboratory/Museum |
| 5. Recreational activities | 10. The Mass media |

Physical education is an important educative process and helps to achieve maximum benefits. we have to satisfy certain pre-conditions like positive biological endowments, creating positive educational goals and appropriate opportunities for the child to interact with the school in a positive way, and keep conscious of the educational outcomes of such interaction. But the interaction

differs from individual to individual, eg., the child from a modern school with fully equipped playfields is different from that of an ordinary school child who manages with improvised playfields. And both of them are different from a rural school child who does not have even the minimum facilities for organised play. Besides, the opportunities to benefit from inter-school and intra-school competitions also differ from situation to situation. Thus the playfield serves quite a different educational function in a rural students life than in urban students' life. This discrepancy between their performance, intelligence and the extent to which they are educationally benefited may be significant in their later life. When the coach becomes educationally stronger, i.e., with better orientation as to the educational basis of activities, it reflects in his work of coaching and training as well as in his participation in the school curriculum and co-curricular activities.

The playfield is an educational microcosm, a small classroom with many of the educational processes going on at the source level or surface level. Its primary purpose is performance achieved through play interaction. This interaction takes place between the coach and player and between one player and the other. Will this interaction help or hinder the purpose of physical development and educational growth? Anything depends in part on what type of educational process has gone earlier in the lives of the coaches and players, and upon the kind of people they are, and upon how a coach and his students work together to achieve the ultimate educational goals of the school.

There is yet another type of interaction in the field i.e., between the player and the physical activity. This interaction is also shaped and conditioned by what has gone before in the life of a player and by the way in which this little classroom, that is the playfield, organises itself in order to achieve its purposes.

It is often said a coach must understand the individual differences among players and adjust his training to them. Individual differences may be of many kinds, physiological, social, psychological, physical and educational, capacities, resources and limitations that an individual exhibits from time to time.

The educational microcosm which we call the playfield is an open system as it does not have physical boundaries; hence this little field can inspire the player to want to win, to achieve the aims of the playfield and to extend himself to achieve the ultimate goals of the school or correlate educational goals with the goals of physical education. Similarly, this mini classroom can also reject players, push them to its boundaries and make them want to lose. It can depress or rush, exhilarate and stimulate. It sorts out students who are to proceed to higher levels of play and to positions and ranks that require more physical education skills and abilities, and diverts others into lesser positions who accept lower levels of physical action. In this way our little school is a selector

for the bigger school by making the interaction spontaneous, motivated, learning-oriented or conversely forced, unmotivated or even distracting. The educational aim of play at a given moment may be to teach the game-rules, to teach a physical skill or to transmit an educational or physical value and to build an image and personality. The educative climate of the playfields may be cooperative or competitive, inviting or threatening. The role of the coach may be dominating or democratic, pleading or prodding, stimulating or depressing. The participation of the players may be spontaneous, thoughtful, casual, aimless, reluctant or even apathetic.

Our learning is possible only when we devise ways to take out what our predecessors have learnt, add it to our own learning, and hand it over to our followers. Hence physical activities become educational only when they develop this capacity to inherit from our predecessors and extend it to our followers. Any educational progress is dependent upon continuity and physical education helps to provide this continuity in action and thought.

Playgrounds are not the only agencies that offer continuity to education. The family, neighbourhood, professional play groups, government, mass media and others strive to give continuity to education and help to perpetuate for associating people together and inducting them into the educational world. To achieve this the coach usually selects appropriate physical activities and equipment that will develop a sense of commitment to educational values and an enthusiasm to *aspire for it and an opportunity for realising and extending it*. Play activities selected in the field reflect the aims, and objectives of school and its commitment to achieve them. Sports and games, exercise and gymnastics, are drawn from the educational structure and are used to create an appreciation for its value and an adherence to its rules, norms and levels.

As the students remain in the school and the playground during their early periods of development, most of the playfields do more than transmit their educational objectives and values. They also help to extend, re-organise and even change it and build into the students a propensity. The commitment of physical education to preserve, improve, modify, reorganize and extend the educational value is supported by current practice of physical educational programmes. A good way to become aware of the function of educational transmission and transfer is to visit a playground, observe the activities of the coach and the players and prepare a list of different ways in which educational values are being realised, accepted and transmitted to students. When the educational values and physical education values contradict each other then a sensitive area develops, finally leading to confusion and conflicts. That is why we usually come across the question "*can the playfield, agent of the school and created by the school, really preserve, change or modify the educational values?*" Another question we face is, "*should the playfields change, modify or transmit educational values at all?*" These questions arise because of controversy about

the roles of education and physical education in moulding the behaviour of the students and the extent to which they can change the behaviour.

In general it is found that students who do well in the playground tend to do well in the classroom also and those who fall in the playground face problems in the school beyond the playground; thus the playground's selective function is definitely crucial in predicting the overall educational achievement of the student and his future life.

Training and Participation

In the training and participation the following factors become crucial in deciding the outcome of the activities and the impact of the school on physical education.

1. Communication

The way in which information related to physical activities and the spirit in which it is communicated by the coach and other players. This is necessary because the manner and the spirit in which the information is communicated decides the stimulating or discouraging outcomes because of which students participate or withdraw from the field.

2. Participation

The way in which students participate in the activities, that is, their attitude towards participation and their relation and reaching towards their playmates. In general reactions like praise, ridicule, hostility or cooperation are some of the ways in which they react and these definitely decide the type of outcomes and their intensity and impact on the student.

3. Relation

Type of participation of the physical education teacher and his attitude towards his players. It is necessary to know whether the coach more often indulges in pointing out only the bad things of the players or is interested only in pointing out the good things; it is also necessary to know whether the coach is personal or impersonal with the students, accepts or rejects the student's spontaneous actions and movements and whether he is of an encouraging or discouraging type.

4. Controls

Participation is also dependent on the type of controls used in the playground, that is whether the control is direct or indirect, tight or relaxed; sometimes praise and punishment, verbal threats and ridicule may be used as controls. Even

group sanction and peer group control may be used to inculcate certain values and group orientations in the player.

5. Incidental Learning

Participation is also a net result of student-teacher relations and the extent to which students develop skills which the physical education teacher wants them to develop; students usually learn many other things besides the rules and techniques of the game. This is a very important characteristic of physical education because such incidental learning has great educational value. The student may like or dislike physical education, this may be transferred into his like or dislike towards the teacher. He may also understand his relative position among his playmates. Thus a kind of complimentary learning takes place through physical education.

6. Self-Image

Physical education also helps to develop a self-image, body-image and self-concept in the student especially as a result of the response of other playmates towards the individual player. For example, if other playmates responding in a particular way tell us that we are friendly and attractive then we incorporate this and live up to such a self-concept, positively.

During the course of participation the following stages emerge which direct and control the activities selected:

(1) Formation of the team (2) Exploration of the social and play relationships (3) Developing a group image among the players (4) Stabilisation of relationship. These stages are important from two angles. First, they decide the extent of participation and second, they also decide the extent to which educational values of the play are imbibed by the student. Physical education is a source of mental health. Mental health is shaped by (a) the player's attitudes towards himself (b) his perception of reality (c) his mastery of his physical environment and play and (d) the extent to which his potentialities are actualised and results are faced. In many cases the physical energies of the students are drained off by anxiety, worry, hostility and wrong perceptions, finally leading to problems of mental health.

It is a common observation that some playgrounds are filled with excitement of playing and others with only the boredom or monotony of it; similarly some coaches stir up in their players a strong desire to play and others a strong desire to escape from play. In the physical sense students exhibit passive behaviour, compulsive behaviour and spontaneous behaviour. Hence it becomes a significant problem for the physical education teacher in improving the play climate of a student but the following are some guidelines which help to improve better climate in the playgrounds:

1. We have to establish a wholesome and circular response among all the players, the team and the coach instead of making the relations a one-way process. This is necessary because all the players within the team, condition and reinforce one another.
2. Individual differences should be recognised and provided for i.e., the play interest, physical abilities and attitudes towards play of each student should be met with while forming teams and selecting captains.
3. Opportunities should be provided to enhance the reputation and self-concept of each player. In general, players who have a positive and favourable concept of their ability to achieve are more likely to use their abilities to the maximum extent.
4. The play group dynamics, physical and psychological should be recognized and provided for i.e., when interest lags and the team is tired and exhausted or not ready to play then the coach should involve them in discussions or preparing the fields etc., which are not that much difficult to do. The physical education programme should not be rigid and ironclad but should be flexible enough to change in accordance with the moods of the team. This is necessary because the team should be treated both as a group and as individuals and their psychological condition should be taken into consideration.
5. Methods of group instruction and training should be used in the form of discussions, projects for activities, active participation, and warming up sessions so that the play becomes group-centred and not coach-centred. Recently some research is being done in the area of ability grouping for the purposes of formation of teams.
6. Sound group relationships and coach-player relationships should be used to achieve control over the team and its play. This is possible by earning respect instead of demanding respect from the team and also by steering up the student instead of commanding them. In achieving control, social relationships between the coach and the individual players as well as the relationship within the team are the important factors; control becomes positive only when it springs from mutual respect and give and take policy.
7. Competition should be constructively handled. This is possible only when the coach successfully instils in the player and the group a feeling of mutual respect and security and a positive display of compatibility, then only the harmonious learning and all-round development takes place. When the competition is not handled properly or is over-emphasised then it may result in hostility towards each other, especially when one wins and others feel depressed at failure and develop envy and enmity. Over emphasis of competition results in irrational

and unhealthy comparisons among different players and play situation is subordinated to the competitive impulse.

In short, a good coach understands that learning on the play field is actually a small but integral part of the process of school. The learning influences that pour in upon the player outside the play field are large and incessant. A good coach understands that children are educationally predisposed to act and behave as they do on the playfield. What the physical education teacher interprets may be nothing but the expression of learning behaviour patterns achieved in the classroom and the home. A good teacher has to channelize the playfield behaviour of his students into constructive goals by understanding the circular nature of relationship and accept the individual differences in the background of sport dynamics of a team as a whole and uses positive methods of training so that even a competitive situation results in values of cooperation and wholesome relationships.

Players' Family Backgrounds, Playmates and Education

Today's schools and playfields are nothing but extensions of the family. The family is dependent on the school for its physical, economic and educational requirements. But its contribution to the physical development of the child is quite significant. In shaping the early and continuing physical development, growth, physical skills and values, aspiration and attitudes towards play along with play performance and play behaviour, the family is definitely without equal; that is why the physical education teacher must recognize, accept and understand the family as a training and educative institution. The purposes and objectives of physical education are so intermixed with the purposes of family that one cannot be achieved without the help of the others. Finally, the playfield must set as one of its important goals the discovery of ways and means to work physically with families for the maximum benefit of the student. There is one important contribution of family in matters of play: the student's play attitudes are closely related to their parents' attitudes towards play. In fact, the pattern of attitudes between parents and their children are more similar than those between teachers and parents or between teachers and children. Students perceive their parents and playmates as competent guides, in matters like choosing a play item because they fear that they may be separated from friends if they select a different game. Thus a playmate favoured play-alternative is more acceptable than even coach favoured play-alternative.

Education Through Playground

The playground performs a variety of social and educational functions: (a) The playground socialises the player and helps him to learn the cooperative and competitive ways of life in general and total education in particular; (b) the playground transmits

its values, culture and mechanisms so that they become internalised into his education and development; (c) the playground selects and sorts students and develops awareness among them; (d) It provides opportunities of meeting the co-curricular objectives like health, safety and recreation both for the players and the spectators. In short, the playfield is an opportunity for exposition to learned and shared behaviour, so that total development takes place.

The Curriculum

Physical education has long become an accepted part of school education. In elementary school, physical education must become a part of the curriculum involving the activities, movements and postures of children. Secondary school experiments and activities must be taught with the objective of development of physical skills including the fitness components like endurance, strength, stamina, flexibility, agility, speed, accuracy etc. As the child progresses through school, activities become more complex, purposeful and organised, and hence physical activities must parallel similar academic activities of the school subjects. In studying the role of physical growth and development in the school curriculum the basic theories of learning have to be considered of course, followed by an analysis of how physical education makes major contribution to the education of the child within the broad framework of the learning process. Simultaneously, we have to also consider how general education shapes, controls and contributes to physical education and integrated development.

The status and role of physical education in school curriculum depends on the extent to which it contributes to the following things: (a) developing general abilities, (b) developing changed physical behaviour and (c) developing specific reactions.

Physical development is a basic social need but students' participation in physical activities is restricted because of two reasons—lack of knowledge and ability related to physical activities, and lack of socially acceptable patterns of physical behaviour.

At the high school level physical education should be integrated with other subjects of instructions, for example using the mathematical concepts of distance and time. The students may be involved in the activities like preparing a basket-ball court, recording sports events and so on; similarly using the concepts of science like pulse rate, respiration etc., the students may be asked to observe and record pulse rate and respiration before and after an activity and find out the difference.

Any curriculum on physical education should be based on needs, interests, aims, activities, course of instruction and study, school administration and a good environment for physical instruction. Besides, the curriculum should also include health education and safety education which are two important aspects of play and requisite for an integrated physical growth and development.

Physical educators have a special responsibility to educate, study and use physical activities in order to accomplish the objectives of education. The objectives of physical education include the development of the following:

- (a) Neuromuscular skills
- (b) Organic fitness
- (c) Socio ethical behaviour such as sportsmanship, fair play and so forth and
- (d) Intellectual or sensorimotor or cognitive skills.

All physical education teachers search for an imaginative technique that deals with motor skills and of instructional activities that would inspire the child. Frequently, we find a teacher fails to teach a motor skill because he has not provided sufficient instructional dosage of an appropriate content at the appropriate time in an appropriate measure. This is because the physical education teacher might have not completely understood the educational foundation of physical education, and its dynamics.

Creative coaching ideas, as the physical educators know from experience when using their own, tend to electrify and brighten the sport environment. Students get too excited when interested, are reluctant to stop, and even sometimes create problems of discipline. This is the problem in using creative physical activities, which make many physical educators resort to traditional and routine games, but it is this student's play-interest that makes anyone an exciting coach and an inspiring teacher. The physical education teacher has to organise student-centred activities rather than discipline-centred activities because discipline does not mean tying uphands, and play does not mean indiscipline. Any physical education teacher who has a sound educational foundation can handle his students in a more effective way than a coach who does not know the educational foundations on which physical activities are developed.

Educational foundations of physical education means a lot of things. It includes the characteristics, abilities, and limitations of children along with the aims, purposes, functions, process, outputs, principles, governing factors, and barriers related to education that facilitate or come in the way of educating the child through physical activities. It also includes the basic assumptions and theories concerned with the educability of a child and the educational problems that children bring to the playground. Also the educational philosophy itself has influenced the practice of physical education as reflected in the changes that have taken place over the years in the organisation and structure of physical activity. In this context we have to bear in mind that physical education as an internal part of general education cannot remain isolated from the mainstream or escape from its influence, or avoid its responsibilities.

For good or bad physical education has associated itself with schools and hence has to accept the responsibility of helping the school to achieve its objectives and defend the position of the school as a social organisation and as an agent of total development. Otherwise physical education will be doing injustice to the very foundation on which it is based.

Hence a physical educator should be aware of the educational foundations of physical education. It is true that education itself is based on other foundations like philosophical, psychological and sociological aspects. Naturally this confuses the physical educator as to the type of foundations that he has to look for. This is a real problem to the physical educator but once he accepts the psychological, philosophical and sociological concepts which are accepted by the school and transformed according to the needs and problems of school, then there should not be any problem to the physical educator or any discord between the physical educator and the school. So the physical educator has to depend on the school for deriving inspiration, guidelines and directions to action so that he does not miss the goal.

Resume

The concept of educational foundations to physical education is not new but novel in its approach. New objectives were recognised as physical education struggled for its rightful place in the educational curricula in schools and colleges. Initially, however, physical educators were prone to over-emphasise their favourite objective of physical fitness, character development and preparation for recreational activities. There was also a tendency to ignore or even abandon the biological heritage of physical education. This repudiation resulted in routine and narrow functioning of physical education. In this chapter the factors related to the success of physical education and certain guidelines to improve the climate of physical education are given. Aspects like the family background of players, the type of playfield, the curriculum, and education have strong impacts on the programmes of physical education. Under educational factors it is realised that Sciences, social sciences Arts and Fine arts have their role in deciding the physical education programmes. The characteristics, abilities and limitations of children, aims, purposes, functions, processes, outputs, principles, etc., are the governing factors and barriers related to education that contribute or come in the way of educating the child through physical education. The converging point in this chapter is that the physical educator, as a part and parcel of the school has to understand the educational foundations of physical education so that he doesn't over emphasise the physical or ignore the intellectual components of the personality, or underestimate the biological heritage of physical education.

For good or bad physical education has associated itself with schools and hence has to accept the responsibility of helping the school to achieve its objectives and defend the position of the school as a social organisation and as an agent of total development. Otherwise physical education will be doing injustice to the very foundation on which it is based.

Hence a physical educator should be aware of the educational foundations of physical education. It is true that education itself is based on other foundations like philosophical, psychological and sociological aspects. Naturally this confuses the physical educator as to the type of foundations that he has to look for. This is a real problem to the physical educator but once he accepts the psychological, philosophical and sociological concepts which are accepted by the school and transformed according to the needs and problems of school, then there should not be any problem to the physical educator or any discord between the physical educator and the school. So the physical educator has to depend on the school for deriving inspiration, guidelines and directions to action so that he does not miss the goal.

Resume

The concept of educational foundations to physical education is not new but novel in its approach. New objectives were recognised as physical education struggled for its rightful place in the educational curricula in schools and colleges. Initially, however, physical educators were prone to over-emphasise their favourite objective of physical fitness, character development and preparation for recreational activities. There was also a tendency to ignore or even abandon the biological heritage of physical education. This repudiation resulted in routine and narrow functioning of physical education. In this chapter the factors related to the success of physical education and certain guidelines to improve the climate of physical education are given. Aspects like the family background of players, the type of playfield, the curriculum, and education have strong impacts on the programmes of physical education. Under educational factors it is realised that Sciences, social sciences, Arts and Fine arts have their role in deciding the physical education programmes. The characteristics, abilities and limitations of children, aims, purposes, functions, processes, outputs, principles, etc., are the governing factors and barriers related to education that contribute or come in the way of educating the child through physical education. The converging point in this chapter is that the physical educator, as a part and parcel of the school has to understand the educational foundations of physical education so that he doesn't over emphasise the physical or ignore the intellectual components of the personality, or underestimate the biological heritage of physical education.

REFERENCES

- ARNOLD, P.J., *Education, Physical Education and Personality Development*, Heinemann, London 1970.
- BARROW, H.M., *Man and His Movement: Principles of his Physical Education*, Lea & Febiger, Philadelphia, 1973.
- BUCHER, C.A., *Foundations of Physical Education*, The C.V. Mosby Company, Saint Louis, 1972.
- *Dimensions of Physical Education*, The C.V. Mosby Company, Saint Louis, 1974.
- BREMBRECK, C.S., *Social Foundations of Education, A Cross-Cultural Approach*, John Wiley and Sons Inc, New York, 1966.
- GLASSOW, R.B., *Fundamentals in Physical Education*, Lea & Febiger, Philadelphia, 1932.
- NASH, J.B. *Interpretations of Physical Education*, (Character Education Through Physical Education) Vol-III. A.S. Barnes and Company Inc, New York, 1932,
- OBERTEUFFER, D. *et al.*, *Physical Education*, Harper & Row, Publishers, New York, 1970.
- SPARMILLER, O.M. and RUSSELL, K.R., *Sport : A Contemporary View*, Lea & Febiger, Philadelphia, 1971.
- STANLEY, S., *Physical Education; A Movement Orientation* McGraw-Hill Company of Canada Ltd, Toronto, 1969.
- STRASSER, M.K., *et al.*, *Fundamentals of Safety Education*, The Macmillan Company, New York, 1964.
- WAKHARKAR, D.G., *Manual of Physical Education*, Pearl Publications Private Ltd, Bombay, 1967.
- WAYMAN, A.R., *Education Through Physical Education*, Lea & Febiger, Philadelphia, 1932.
- WILLIAMS, J.F. *The Principles of Physical Education*, W.B. Saunders Company, Philadelphia, 1966.
- WOOD, T.D. and CASSIDY. *The New Physical Education*, The Macmillan Company, New York, 1934.

INTEGRATED DEVELOPMENT

* *Integration—An Indispensable Element of Wholesome Personality*

* *Integration in Physical Education*

* *Sources of Integrated Approach in Physical Education*

BENEFICIAL IMPACT ATHLETICS CAN HAVE UPON THE STUDENT:

- * Good sportsmanship.
- * Cooperation.
- * Acceptance of all persons regardless of race, creed, or origin.
- * Trails of Good citizenship.
- * Leadership.
- * Followership.
- * Self-discipline.
- * Additional Avenues for social acquaintances.
- * Social poise and understanding of self.
- * Social consciousness with an accompanying sense of values.
- * Better relations with the opposite sex.

BUCHER, C.A.

From *Foundations of Physical Education*, The C.V. Mosby Company, Saint Louis, 1972, pp 541-543.

mental, are intimately related to and fostered by the basic inconsistencies and conflicts built into the personality structure of the student by the chaotic educational and activity influences they face inside and outside the playground. Inconsistency and conflicts are the vulnerable points of the personality and they easily give away under pressure. Division and strife in the personality structure represent the potent sources of internal tension and they generate psychological pressures. The important thing is that these inconsistencies and conflicts are dynamic forces and structural flaws of the personality and they result in personality maladjustments—responsible for emotional and mental disturbances of the player and the team. These inconsistencies and conflicts in standards of evaluating a game, forming a team, rules of the game etc., are the main sources for exchanges of hot words, and fists on the field.

A deep personal commitment to some kind of moral and social philosophy of a game is a necessary pre-condition of the good personality. Hence personality integration is an intellectual as well as emotional affair. Confusions and conflicts in standards of sports, in conception of the meaning of sportsmanship and in fundamental notions of one's status and role in his team are some other inner divisions most disruptive of physical, emotional and moral balance in the player.

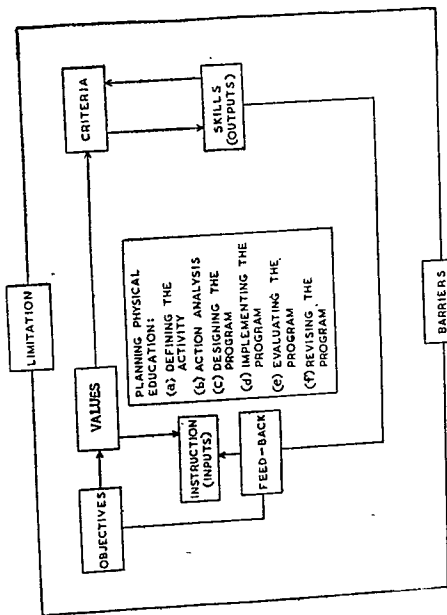
If personal integration is an ingredient of healthy life then the development of integrated personalities is the major objective in physical education. Hence the playground must try to build consistent and integrated personality patterns into the players. This cannot be done with a programme composed of unintegrated "patch work games" and experiences devoid of consistent patterns of thinkings, feeling, action and attitudes. As John Dewey³ remarked more than a generation ago, simplification, purification, and balance are the salient characteristics definitive of the school.

Hence order, consistency and clarity are the essential features of any good physical education programme. John Dewey says the direction in which we shall seek for order and clarity is the most important question facing education and educators today.⁴

Attempts to Achieve Order and Clarity

The record for the last two decades shows a persistent and growing concern with the problem of removing inconsistencies and disorders in physical education programme. And some suggestions, plans and prescriptions were offered, but all physical educators agreed on the following points:

3. John, Dewey, *Democracy and Education*. The Macmillan Company, New York 1916 pp. 22-26
4. John, Dewey, "Rationality in Education" *The Social Frontier*, 3:71-73, December, 1936.



PLANNING FLOW CHART OF PHYSICAL EDUCATION

1. Physical education programme should grow out of the felt needs and interest of the players.
2. The programme of physical education is determined by the comprehensive, significant and Universal institutions found in all developed societies.
3. The brief that physical education is defined by the discipline of the physical skills, intellectual abilities, and inculcation of, functional truths revealed by the students inductive and deductive reason.
4. The belief that physical education, since it consists of the warranted and tested skills is the product of systematic coaching in the ordered and verified skills founded on careful use of scientific method.

The above doctrines and plans have been able to attract a significant following but they could not succeed in winning the public or giving a professional status to physical education.

A coherent programme of physical education and consistent nature of wholesome personalities is possible only under the authority and guidance of a well-defined and accepted social philosophy of physical education. As Benne⁵ says the establishment of a common perception of the purposes and principles concerning the public welfare is, of necessity the central pedagogical problem of our time.

Disorder, confusion and conflict are at the level of fundamentals and salient aspects of the world, and the physical education profession directly cannot alter this. It is at this point of cleavage and bewilderment in basic personal and social aspects that the physical education now lacks a viable principle of clarity, order and balance. And the physical education profession neither has the power nor right to impose on the society an order of its own decision but the school laws share common points of view on the major social issues and sustain a programme embodying its conception of individual growth and social welfare. A free and secular physical education programme which does not show its impact on the society is not accepted or supported by the society. Hence we need an integration of social nature in activities.

The major fundamental problem in physical education is that the control of the physical education department and the definition of physical education programmes are mostly political affairs. This is inevitable because every physical education programme in a heterogeneous society like ours reflects the wishes and views of some political groups. Now we are in a transitional era in which we strive to substitute the alien structure of education with our national

5. Benne, K. *A Conception of Authority*, (New York Bureau of publications, Teachers College, Columbia University 1943.

structure. The educational structure founded by the British did not give due share and status to physical education but now it is time that we move in changing the position and make integrated development through physical education an important aspect of schools.

Democratic Tradition—The Foundation of Integrated Development

Now our country is in the middle of a great socio-economic crisis because of fundamental social and economic changes which have upset the balance upon which our society was traditionally built for example, materialistic values have taken the place of traditional values of moral and spiritual life, the impact of the foreign rule on the social attitudes and needs of society and the attempt to design a national system of education and administration, have all resulted in this crisis. This crisis is reflected in the associated confusion and disorder in the educational structure in general and physical education is particular. The failure on the part of the school and the playground to provide an educational environment conducive to the development of integrated personalities has exacted a serious toll in terms of individual efficiency and balance of personality. Persons frightened and controlled by superstitions, irrational fears and anxieties characteristic of disintegrated personalities are social risks in a country like India which is already confronted with social, economic and physical problems. As the school with its physical education programmes could not help the students to comprehend and order the social problems and issues, it has not equipped them with appropriate understanding, abilities, skills and insights for the intelligent exercise of democratic duties. Hence it is essential that school physical education programmes equip themselves with appropriate activities conducive to preparing good citizens of the country.

The major problem is then how to achieve integrated development among the students. Integrated development requires direction and planning no less than enthusiasm towards physical activities. Enthusiasm and devotion can rarely be aroused and sustained unless the energies of the students can be harnessed and channelled in a particular direction and action. Unless the contradictions and confusions of the roles of school and playground, scholastic knowledge and physical development can be clarified and resolved to the point where it can inspire and guide both the coach and the student, the educational system will be either completely abandoned or become the creed of a group of people-administrators and politicians struggling for power and recognition. Hence physical educators should try to establish their role and status in the social system and establish their reputation among the student population. This is possible only when they successfully prove their worth in achieving personality integration among students.

Physical Activities for Integrated Development

To achieve integrated development the physical activities must meet atleast three specifications:

1. Acceptability to the physical education profession as a whole and to the society and the school in which they are located.
2. Compatibility with the essential core of democratic tradition and social needs.
3. The capacity to deal effectively with the problems related to integrated development which it is supposed to order.

The acceptance of the physical education activities means that the physical education teacher must shape the character and personality of his student in accordance with the requirements of some scientific method of enquiry and deliberation. It must lead him to investigate, weigh, evaluate, conclude and effect activities on the basis of the scientific method to the degree that the activities of the physical education is effective; the character and attitudes along with physical fitness and with health so formed will be carried over to adult life of the student.

Compatibility with the essential core of democracy is a condition difficult to satisfy because the meaning of democracy is interpreted in different ways in terms of rights and responsibilities; but the objectives and purpose of a coherent physical education programme must be consonant with the ideals and principles of democracy. This is possible when the physical education programmes themselves involve a democratic atmosphere in matters like formation of teams, free exchange of views and opinions by the players, keeping in mind and observing the rules and regulations of a game, opportunities to lead a team, freedom to declare judgements and results without any fear or prejudice, free and frank role of the officials and so on. The physical educators should realise that the way in which he plays his role has an impact in shaping the democratic ideals of athletes.

The capacity to deal effectively with the difficulties and issues is an indispensable qualification of selected physical activities. But this is a difficult standard to satisfy because we do not have a persistent and full-scale commitment to a particular activity other than the general objectives like recreation, health etc. But neither the school nor the playfield can be isolated completely and effectively from the physical and social environment to which they belong; consequently the playground can achieve integrated development through the use of a methodological principle on the condition that the activities which the playground undertakes to build into the personalities of the students can be used in facing the conflicts and problems outside the school, for example, an objective like developing the ability of aiming or self-defence in the student has significance in his later life.

ORGANISMIC CONCEPT IN PHYSICAL EDUCATION

The concept of organismic totality was gaining favour in man's beliefs. Milestones in the growth of this concept were:

- ... the Athenian Education in the 5th century B.C. which recognised the need for balance in the mental, social, and physical education of the individual;
- ... the expressions of Locke, Rousseau and other European philosophers that in a sane body lies a sane mind, a thought voiced later by Horace Mann, Henry Barnard, and Herbert Spencer.
- ... the early observations of physical educators that the care and development of the body contributes to the individuals mental, emotional and social effectiveness;
- ... the experimentation of psychologists such as James, Thorndike, and more recently Harold E. Jones and Willard C. Olson, who demonstrated the interaction of basic forces in the individual;
- ... and the dramatic findings of physicians that the 'whole man' must be treated, not just the disease or the disability.

CLARKE, H. HARRISON

From Application of Measurement to Health and Physical Education. Prentice-Hall, Inc, 1967, p.5.

Aspects of Integrated Development

Emerging from the earlier discussions of integrated development and its needs, certain statements can be made which the physical education teacher should remember if his coaching is to be based on sound understanding of his student development.

1. Integrated development is a holistic process, global in nature;
2. Integrated development is a dynamic and continuous process;
3. Integrated development results in positive change of behavioural patterns which include, physical, social, psychological aspects. An athlete who has well-integrated growth can achieve more speed, timing, force, and strategy than the person who has not achieved integration;
4. Integrated development has both an order, sequence and periods of fluctuations;
5. Integrated development is not a mere act but a continuous process of decision-making ability in meeting the conflicts and crises either of the society or of the team;

6. Rate of integrated development in individual athletes differs; some of the athletes achieve integration earlier and better than others.

Integrated Development through Integrated Curriculum

To achieve integrated personality development, we should evolve an integrated curriculum with units of activities and centres of interest. In the beginning artificial boundaries of subject-matter were made in the name of convenience of teaching but now these artificial walls of subject-matter have been broken down and experiences developing appreciation, understanding and application of all phases of school curriculum enrich the total educational process. These school experiences involve mental, physical, social, emotional, and value make up of students and help to develop all aspects of their personalities like knowledge, skills, health, appreciations and attitudes. When such experiences are life-like and interesting, the knowledge acquired becomes meaningful, purposeful, real and lasting. When such experiences are integrated and interrelated then knowledge becomes multidimensional and multipurpose. Otherwise the student will absorb isolated bits of information or movements which is useless and dangerous because he cannot see relevance and connections.

The possibilities for integration of human movement activities with classroom learning experiences should be considered as part of the total physical education programme. Team teaching goes hand in hand with integrated curriculum because it helps in pooling of abilities and knowledge of a team of teachers, and students achieve multidimensional, learning and activities.

Integration of Different School Subjects

From the integration of physical education and the social studies emerges attitudes, understandings and values which may promote a democratic way of life, and integration with human movements through activities like universal rhythms, cultural dances, stunts and games. For example it is common in primary schools where children sing nursery rhymes with action, and participate in Independence day or Republic day celebrations.

Similarly integration of language subjects with physical education is possible to a planned sequence of action. A good player must be able to communicate his ideas and actions to others, getting along with others and work and play with others through proper skill of communication. But children at lowest levels are usually not asked to communicate with others or express themselves by reading or writing but they can communicate through movements, gestures and play situations. Such physical activity experience even in the gymnasium may be helpful to develop the fundamentals of language. Sport stories for younger children should be made

available so that they develop interest both in the sport and in reading.

Mathematics teachers can use human movement activities, team scores, bathing averages and measurement in activities to teach mathematics more effectively. And children learn through play experiences because they are familiar, fun and real to them. Similarly a physical education teacher should be familiar with the subjects taught outside of the playground and be ready to classify, emphasise and follow up subject-matter whenever it applies to human movement activities. A physical education teacher who knows that measurement is taught in the mathematics class will stretch the measuring tape and can ask each student to measure and understand the distance he has jumped and even note how his distance increases as his practice in jumping improves.

We should understand that the whole child enters the playground bursting with all of his learning experiences, attitudes, and interests. We cannot shelve his experiences gained outside the playground and work only with his physical education skills. In other words we should incorporate all of his learning experiences with that which he will learn through human movement. Hence science, health and growth need to be integrated with activity.

Integration in Physical Education

For centuries, the ideas of separate mind and body influenced education and the school practice and these ideas led to plan for training the mind without any regard of the body. But today the educational orientation has changed and physical education is conducted as a real part of the entire educational process. Thus the basic fact of integration of mind and body, ideas and actions, knowledge and application have taken place.

In physical education, a formal team results by a mere collection of athletes and when these individuals integrate and coordinate their efforts in a collective way a total team emerges. In the same way the individual personality operates in an integrated way with coordination and action. A man is not something made up of separate entities like muscles, bones, nerves, sense organs, emotions, ideas, feelings, aspirations, needs and actions but he is an integrated total personality unique in himself and different from others.

According to Williams "Physical Education should accept the principle of integration and should use its services to prevent, so far as possible, disintegration of the person."⁶

"The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits,

6. Williams, J.F. *The Principles of Physical Education*, W.B. Saunders Company, Philadelphia, 1959, p. 248.

and ideals as well as for strength, skill, agility, speed, safety and endurance. The whole person participates; the whole person must be served."

Physical education views man as a unit. It holds that we need to aim higher than health, than victorious teams, than strong muscles, than profuse perspiration. It sees physical education primarily as a way of living and seeks to conduct its activities so as to set a standard that will surpass the average and the common players. "There is in such a view something of the loftier virtues of courage, endurance, and strength, the natural attributes of play, imagination, joyousness, and pride and through it all the spirit of splendid living, honest, worthy, competent."⁷

Integration through Physical Education

Integration gives an orderly sequence and meaningful pattern to any activity. Otherwise there is confusion regarding the selection and organisation of an activity. Hence integrating agencies play a vital role in the operation of educational system. The necessity to correlate and integrate all learning experiences is met by the development of various physical education activities with one supreme centre located in the school. The phenomenon of integration is so complex that an appreciation of its mechanism requires detailed study of the entire school programmes.⁸

Students take great interest in games, sports and other recreational activities because they touch the fundamental drives and are expressive of strong human impulses. Much of the routine academic programme in the school is tolerated mostly because of other co-academic aspects of the curriculum like recreation, health, auditorium, physical education, library, etc. give purpose and meaning to classroom experience. Physical education helps to integrate school life. It is a powerful socialising agent and provokes and facilitates the student involvement and participation in many ways. The physical education teacher should appreciate the fact that education gains in its effectiveness as individual students participate in and share experiences. This should make the physical education teacher undertake two responsibilities as suggested by Williams and Brownell

1. He should broaden the experiences for as many students as he can in the varied activities of the physical education programme.

Williams and Brownell warn us "To over use the 'star' athlete is not only to injure him but also to deprive others of opportunities".

7. Williams, J.F. and Brownell, C.L., *The Administration of Health Education and Physical Education*, W.B. Saunders Company, Philadelphia, 1956, p. 15.

8. *ibid.*, p 16

2. The physical education teacher should see in the whole school the opportunities which should be explored by all, even the athletes. When a physical education teacher can say to a student "You are spending too much time on games; pay more attention to the activity of your French club", he aids in socialization. Although academic teachers may not reciprocate in recommending physical education, the counsel remains the same."⁹ What is called mental is a manifestation of the whole. What is called physical is a part of the whole; the hand is as much mind as body. Hence the teacher should realise the forces which cause integration of the personality and the forces which tend to cause disintegration; such a foresight of the teacher will have a major impact on his profession and on the society, and improve his professional image.

Physical Education Stimulates the Whole Man

The concept of the whole man is the theme of Steinhaus.¹⁰ According to him "Always in life the horses and charioteer must function together. Sports and other physical activities are life speeded up. In a game of football the body moves much faster than in ordinary life. Thus in competition hundreds of decisions are made and executed in the time that ordinary life allows for ten. Even more important, these decisions must be made in the heat of emotion, engendered by the competition and they must be made fairly and efficiently. In this sense competition places a terrific overload on the body to perform efficiently, on the mind to make quick and accurate decisions and on the spirit to make these decisions with the right control over the emotions. Thus the chariot, the two horses and the charioteer, in other words the whole man is given a tremendous workout in athletic competition."¹¹

This concept has one important implication for the physical education teacher. Many of the activities and physical skills captivate the students' thoughts, make them spellbound and receive their plaudits. They give them recognition, and a feeling of belonging along with health and fitness, confidence and safety and constructive use of leisure. According to Radler and Kephart "Motor activity of some kind underlies all behaviour including higher thought processes. In fact, any behaviour can function no better than do the basic motor abilities upon which it is based."¹²

9. Williams, J.F. and Brownwell, C.L. *The Administration of Health and Physical Education*, W.B. Saunders Company Philadelphia, 1956 p.16.

10. Steinhaus, A.H. "The Whole man, Science and Physical Education" in *Dimensions of Physical Education*, Bucher, C.A. (Ed.) The C.V. Mosby Company, Saint Louis 1974 pp. 58-64.

11. *ibid* pp. 63-64.

12. Radler, D. and Kephart N.C. — "Success through play" quoted by Bucher Charles, A. *Health Physical Education and Academic Achievement Dimensions of Physical Education* The C.V. Mosby Co. Saint Louis 1974, p. 230.

Even the psychologists emphasised the importance of the inter-relationship between various aspects of learning. Arnold Gesell, Arthur T. Jersild, and the Swiss psychologists Jean Piaget¹³ found that a child's earliest learnings are motor (involving neuro muscular systems and resulting in movement such as running, jumping, reaching, etc.) in nature and form the foundation for subsequent learnings. In another study, Jack Keogh and David Benson¹⁴ experimented with motor characteristics of 43 under-achieving boys, ages 10 to 14, enrolled in the psychology clinic school at UCLA. They found that as individuals, half of the boys from 10 to 12 years old exhibited poor motor performance. A.H. Ismail, N. Kephart and C.C. Cowell,¹⁵ utilizing motor aptitude tests, found that IQ and academic success could be predicted from these tests, with balance and co-ordination items the best predictors for estimating achievement.

Typical of the research studies confirming the relationship between motor skills and academic achievement is that of G.L. Rarick and Robert McKee¹⁶ who studied 20 third grades grouped according to whether they had high or low motor proficiency. The study showed that the group with high motor proficiency had a greater number who achieved "excellent" or "good" ratings in reading, writing, and comprehension than the group with low motor efficiency. H.H. Clarke and Boyd O. Jarman¹⁷ in a study of boys, 9, 12, and 15 Yr. old, found a consistent tendency for the high groups of various strength and growth measures to have higher means on both academic achievement tests and grade-point averages than lower groups. Studies conducted at the Universities of Oregon and Iowa and a Syracuse and West Point have shown a significant relationship between physical fitness and academic success and between physical fitness and leadership qualities. David Bruce, F.R. Rogers, Clayton Shau, Marcia, Hart, and others have done extensive research showing relationship between scholastic and academic success and physical fitness.¹⁸

Sources of Integrated Approach in Physical Education

According to Charles Bucher¹⁹, Health and Physical Education programmes are related to academic achievement in atleast four ways.

13. *ibid.* p 230.

14. *ibid.*

15. *ibid.*

16. *ibid.*

17. Bucher, A. "Health Physical Education and Academic Achievement" in *Dimensions of Physical Education*, the C.V. Mosby Company, Saint Louis, 1974 p. 231.

18. *ibid.*, p. 231.

19. *ibid.*

- (a) Through emphasis on the development of motor skills.
- (b) By promoting physical fitness.
- (c) By imparting knowledge and modifying behaviour in regard to good health practices, and
- (d) By aiding in the process of social and emotional development which leads to a more positive self-concept.

According to Bucher "Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical activities gives students a sense of pride which pays dividends in emotional satisfaction and well-being."²⁰

The major problem that the physical education teachers face is *how to achieve integration and what kind of integrated activities* are suitable at various levels of schooling. This is a very important practical question and the physical educator should come out with an appropriate answer and cite a few activities for each type of player. It is better if he can enlist a few criteria for the identification of integrated activities.

According to Bucher²¹ the value of physical education and health programme will depend largely upon whether or not they meet the following criteria.

1. The physical education programme includes a variety of daily movement experiences and instruction in many basic motor activities, aimed not at making the student a superior performer in one or two but stressing a modest performance in all, consistent with his developmental level. It also helps each student to achieve physically according to desirable standards.
2. The physical education/health programme provides boys and girls with accurate and significant health knowledge related to their individual needs and interests. There is also concern for health services and a healthful physical and emotional environment.
3. Physical education and health programme are accorded educational respectability so that students and parents will more readily appreciate their value and seek the benefits they offer.

By providing these essentials, the school will help to ensure a high standard of academic achievement on the part of all boys and girls.

20. Bucher, A. *Foundations of Physical Education*, the C.V. Mosby Company, Saint Louis, 1972 p. 502.

21. *ibid.*, p. 502.

Bucher's criteria give us some insights into the nature and methods of achieving an integrated approach. The essential thing for integrated approach is that any activity, whether it appears to be a physical activity or a mental activity should involve the entire body system, that is, the mental faculties like thinking, and the organic body parts like limbs, along with the use of all the sense organs. This makes the student act as a whole and not to react passively or mechanically or by way of habit alone. The physical educators should be careful enough not to include all and sundry in the name of integrated activity. This integration is possible only when he develops the following skills of identification and discrimination:

1. He should be able to identify and name the type of skills associated with each activity and the body organs and mental faculties involved in performing the particular task.
2. He should be able to discriminate true integration from superficial and spurious integration. This discrimination helps him to exclude any items artificially included or which are mistaken as integrated activities.
3. He should be able to identify the needs, interests, limitations and potentialities of the students and help them to select the appropriate integrated activities.

In general many of the physical events related to activities and sports are mostly integrative in nature, especially when they involve movement and goal. Movement keeps a student dynamic by using his psycho-motor skills whereas goal makes the movement purposeful by making the mental faculties involve themselves in the performance. Besides, many of the games train the individual in the two important psychological functions namely, observation and decision-making. Physical education does not merely mean education of the physical but it is the education through the physical and functional activities. Bucher says "it refers to instructional programme built around basic motor activities which help to achieve the integrated goal of physical and emotional and mental well being of every student."²² This is important because non-intellectual factors like health, character, will to achieve, self-concept, endurance, interest, etc., are also equally significant in helping the student to achieve academically.

It would be not only incomplete but even wrong to think of physical education only in terms of games, drill, gymnastics or physical activity. There is a valid place for observation, analysis, discussion, enquiry and explanation. As Cowell has observed: "physical education has often been long on activity and too short

22. Bucher, C.A. "Health, Physical Education and Academic achievement" in *Dimensions of Physical Education*, the C.V. Mosby Company, Saint Louis, 1974, pp. 230-231.

on understanding".²³ Integration in education is important and at times it may be more profitable in the physical education period to clarify the mind, refresh the heart, than to exercise the body.

The good physical educationist should try to achieve two things: (a) looking for opportunities of integrating old yet unconnected knowledge, (b) initiating new situations that will prompt interest and fresh enquiry.

The study of a single theme from many viewpoints can reveal relationships where none was previously suspected. As we all know, physical education is a widely embracing subject and impinges upon many areas of life and learning. By a skilled exploration of the opportunities offered, the teacher can help pupils effectively to dovetail the subjects with which they are concerned formally and informally, in a more integrated and personal way. If such a process is successful, he will be helping to rectify one of the greatest misfortunes of the contemporary age, that is the inability to look upon life coherently and the inability to act in a coordinated way, i.e., wholly.

As Miller and Cheffers observe, in many schools physical education is still considered a separate subject, teaching only that particular child and that part of the child that comes to the gymnasium for play, exercise and fun.²⁴ But if we agree that the whole child comes to the physical education class, bursting with all of his learning experiences, should we shelve those experiences gained elsewhere and work only on the acquisition of physical education skills? Should we not incorporate all of his outside non-physical learning experiences with that which he will learn through human movement.

This does not mean that the objectives of human movement must be sacrificed in order to teach the children mathematics. It does mean, however, that the physical education teacher should be familiar with what is being taught outside the gymnasium and be ready to emphasise, clarify, and follow up subject-matter when it applies to human movement activities.

For example, if the fourth graders are learning to broad jump, the physical education teacher is not only primarily interested in correct jumping skills and self-improvement but help them to measure the performance with a tape measure. Two phases of learning are thus integrated, and each is made more meaningful and effective because of the other.

Integration applies to many learning experiences. It is a two-way street: understanding and using numbers correctly is as much

23. Cowell, C.C. *Scientific Foundations of Physical Education*, Harper, N.Y. 1953, p. 222

24. Miller and Cheffers in Arnold, P.J. *Education Physical Education Personality Development*, Heinemann, London, 1970 pp. 72-73.

a part of the physical education period as game situations and play activities are a part of the mathematics lesson in the classroom.

The physical education teacher must be sure that number, facts and methods of scoring and measuring are within the comprehension of the children. For example, when 'time' is used in games and races in the lower grades and children cannot tell time, scoring is not only wanted but may spoil the activity by creating confusion in the children.

Socrates stated that 'even in the process of thinking in which the use of the body seems to be reduced to a minimum, it is a matter of common knowledge that grave mistakes can often be traced to bad health' (Van Dalen²⁵ 1953) Plato spoke of healthy bodies for healthy minds. Comenius noted, "intellectual progress is conditioned at every step by bodily vigour. To attain the best results, physical exercise must accompany and condition mental training."²⁶

Body and mind are never independent; such subdivision is entirely arbitrary and unfounded. Although much remains to be learned about the brain and central nervous system, neurologists in general agree that the idea of two lives, somatic and psychic, has outlived its usefulness. Thus the psychosomatic concept of medicine recognises the fact of biological integration and acknowledges its significance.

In the complexity of the relationship between body and mind, the domain of personality is often included. Sheldon²⁷ (1942) has contended that there is a parallel between his Somatotypes and personality 'types' or these are two closely related temperaments namely, body and personality. Cratty²⁸ points out that personality theories include physical activity as a part contributing to one's personality. In addition, each theory also includes some aspects of intellect as an integral part of personality.

In summary, all propositions rest on the basic assumption that the human organism is more than the total sum of its parts. Breckenridge and Vincent provide an acceptable explanation of the 'integrated development' concept when they say:

"The individual consists of many parts which act in an integrated fashion. His intellect is related to his physical well-being; his physical health is sharply affected by his emotions; his emotions

25. Van Dalen, D B., Mitchell, E. and Bennett, B.A *World History of Physical Education*, Prentice Hall, New Jersey 1953 p. 10.

26. Comenius quoted by Bucher C.A; *Dimensions of Physical Education*, the C.V. Mosby Company, Saint Louis, 1974 p. 23

27. Sheldon, H. *The Varieties of Temperament*, Harper & Bros New York, 1942

28. Cratty, J. *Movement Behaviour and Motor Learning*, Lea Febiger, Philadelphia, 1964.

are influenced by school success or failure, by his physical health and by his intellectual adequacy. His growth—physical, intellectual and social is a product of his family history, his personal history, his current satisfactions and strains.”²⁹

Different developmental processes, whether physical, mental or emotional are dependent on heredity and innate properties which are affected and conditioned by environmental factors.

Kugel and Mohar³⁰ studied the relationship between mental retardation and physical growth in a wide range of age (2 days to 16 days). They made the following conclusions (1) they confirmed the existence of the relationship between mental and physical development (2) the degree of physical impairment is related to the severity of mental retardation; the greater the retardation, the greater the physical deficiency (3) the cause and effect relationship between mental retardation and physical growth is not clearly confirmed.

Some of the difficulties which have been encountered by workers in this area are due to failure to (1) define motor items precisely (2) define populations from which samples are drawn (3) consider quality of measurements as well as quantity (4) describe the testing set-up which affects performance (5) consider previous experience of the child reaction to items involved (6) standardize directions for the administration of items involved. (7) select proper and relevant design and (8) observe sources of biases which stem from the experimenter, the research assistants collecting data or early data returns.³¹

According to Ismail³² the type of development—physical, intellectual, emotional and social are not simply ‘aggregates’ or independent domains, but rather these are often characterized by the familiar dictum that they possess an organisation which makes each of them ‘more than the sum of its parts’.

Resume

Successful physical education involves achieving integrated development and a wholesome personality. Physical education is neither a part-time work nor a partial objective. The significance of integration is already recognised in principle but not completely realised in practice, may be because of the historical or traditional legacy. But the concept of integration through physical education

29. Brekenridge, M.E. and Vincent, E.L., *Child Development*, W.B. Saunders, 4th Edn, 20, 1955.

30. Kugel, R.B. and Mohar, J. “Mentally retarded and Physical Growth” *Amer J. Mental Deficiency* 68:41, 8 Jul. 1963.

31. Ismail, A.H., “Integrated Development” in *Psychological Aspect of Physical Education and Sport* edn. St. Kane Routledge & Kegan Paul, London, 1972, p. 22.

32. *ibid.*, p. 30.

is not only a novel one but the most challenging one to the professional physical education teacher. The sources of integration are available in theory but the practical approaches and models are not yet properly conceived by physical educators and teachers. In this chapter the meaning of integrated development is given from different angles and its significance is discussed. Integration is mainly considered from two perspectives, namely, the integration of various factors of personality and the integration of various academic subjects and activities; objectives like health require teaching not in isolation but teaching in integration. To achieve such integration the physical educator has to develop certain skills and proficiencies, and even the interest and patience to operate beyond the boundaries of his field. There are many problems and difficulties that physical educators face in defining, measuring, describing, creating, standardising, selecting and observing certain activities, principles, tools, and implementations. The focus of this chapter is that body and mind are never independent, knowledge is never in segments and hence integrated development and approach become the indispensable elements for achieving wholesome personality.

REFERENCES

- ARNOLD, P.J., *Education Physical Education and Personality Development*, Heinemann, London, 1970.
- BRAILS FORD, D.; *Sport and Society*, Routledge & Kegan Paul, London, 1969.
- BUCHER, C.A., *Foundations of Physical Education*, The C.V. Mosby Company, Saint Louis, 1972.
- CRATTY, B.J., *Social Dimensions of Physical Activity*, Prentice-Hall, Englewood Cliffs, N. J., 1967.
- GARY SMITH, "Violence and Sport" in Bucher, C.A., *Dimensions of Physical Education*. The C.V. Mosby Company, Saint Louis, 1974.
- HALLIDAY, J.L., *Psycho-Social medicine: A study of the Sick Society*, Heinemann, 1949.
- HAVIGHURST R.J., and NAVGARTEN B.L. *Society and Education*, Allyn and Bacon, Inc, Boston, 1957.
- SCHEIN, E.H., *Professional Education: Some New Directions*. McGraw-Hill Book Company, New York, 1972.
- SULLIVAN, E.E., *Education in Social Change*, Asia Publishing House, Bombay, 1968.
- WAYMAN, A.R., *Education Through Physical Education*, Lea & Febiger, Philadelphia, 1934.

Chapter 9

PHYSICAL EDUCATION AND THE NEEDS OF SOCIETY

* Society Determines the Place of Physical Education

* Socialized Physical Education

* Implication for the 'Sport for the Society'

In those nations which do not have a system of compulsory military training, the schools offer the best if not the only, opportunity for the study and the improvement of national physical welfare on an extensive scale. The enormous enrolment in the educational institutions enhances their importance as an agency of general physical education.

RICE, C.A.

From *A Brief History of Physical Education*, A.S. Barnes and Company, New York, 1935, p. 224.

9

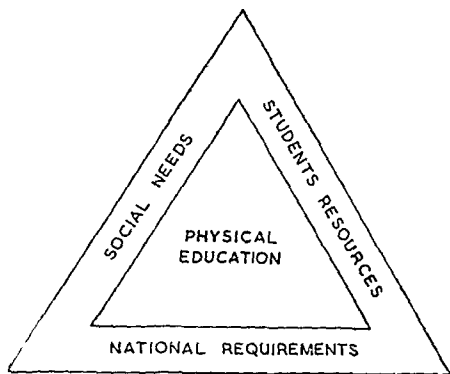
PHYSICAL EDUCATION AND THE NEEDS OF SOCIETY

The impact that society has upon physical education in the total general education presents a challenge not only to education but also to physical education because of the following reasons:

1. We have to properly interpret the needs and the roles of the society.
2. We have to properly interpret and show to the society the role of physical education in general education and in life.
3. We have to prevent undesirable social pressures and practices that are not educationally sound from getting into the classrooms or playfields.

When conducted and evaluated in accordance with desirable standards such as those of programme content, leadership qualities and integrated development then physical education has the potential for positive effects. But when not conducted in accordance with desirable standards then physical education cannot only be detrimental but even harmful to the social life of the student. The present context where many of the academic minded parents and citizens feel that physical education is a waste of time, the responsibility is heavier on the physical educators to prove the positive effects of physical education and its contribution to social life and make the society appreciate the fact that sound mind lies in a sound body.

In modern society problems like tension, uncertainty, low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively so that the society becomes a healthy place to work and live in. Physical educators should closely examine these problems, mobilise the available measures to create a totally healthy physical environment and understand the influences that are playing upon the personality of a student, and find out approaches that are most effective in meeting these problems. If an adequate physical education programme with educational value is set up at every level, then children will grow into adults who can tackle successfully their personal as well as social problems. Physical education usually stresses the social and ethical standards so that the rule of fair play,



Three sides of Physical Education

respect for the rights of the opponent, respect for democratic values etc, are inculcated in the student.

As physical education is a social experience it reflects the needs and moods of the society to achieve social progress and satisfaction in living.

Society Determines the Place of Physical Education

Whether or not an item of physical education or sport is popular in colleges and schools depends largely upon public interest, spectator approval and newspaper popularity. That is how in educational institutes the major and minor sports emerge, for instance in our country basketball, volleyball, football and track and field events are major in the sense that they are more popular than other events. Educators tend to adopt whatever the public likes and supports and ignores other items. Similarly young people are exposed to a certain type of sport environment only because society has accepted its popularity rather than because of its real contributions to their individual growth. Hence it is essential to understand the needs and interests of society and organise physical education accordingly.

Society has the following needs and wants with regard to the development of the students (i) social poise and understanding

of self (ii) social consciousness with an accompanying sense of values (iii) leadership and followership (iv) good citizenship (v) good sportsmanship (vi) cooperation and competitive zeal (vii) acceptance of all irrespective of language, caste, or religion (viii) positive social acquaintances. It is true that some of the above-said needs parallel the needs of the individual, but nevertheless society conditions the individual to have particular needs and wants, generally in harmony with societal needs and wants.

(i) *Social Poise and Understanding of Self*

Social poise and understanding are important factors in personal and social adjustment and hence physical education should provide opportunities of developing this. Social competence for better adjustments should be the major aim while selecting events and coaching individuals, so that the student develops responsibility for his own action and accepts the consequences of his action. Physical education provides such opportunities especially in a team where winning depends not on a single individual but on the co-operation and combination extended by all the members of the team.

(ii) *Social Consciousness with an accompanying Sense of Values*

Society requires the experience of sharing with others, adhering to the rules, philosophy of life based on ethical behaviour, morality and concern for individual dignity and worth. This helps the students to understand what is right and what is wrong and adherence to democratic principle of life. As physical education and sports open opportunities for interaction with team mates and opponents, the student develops a concern for other members of the team.

(iii) *Leadership and Followership*

Society expects from the school and physical education virtues like accepting responsibility, making positive decisions, influencing and mobilising others which are the essential qualities of leadership. Otherwise education has no justification for its own existence. In this respect physical education has the potentiality to develop leadership qualities which other academic subjects failed to inculcate. Similarly, followership qualities like respect for authority, leadership, abiding rules and regulations, cooperation with those in command, sense of fairness and so on are also inculcated. The student is also trained to take criticism without a feeling of anger, hostility or resentment.

(iv) *Good Citizenship*

Whenever or wherever other social agencies have failed to develop good traits of citizenship, then schools in general and particularly the physical education faculty must assume this responsibility

of satisfying the social need for citizenship. Good citizenship means such qualities like initiative, trustworthiness, dependability, social consciousness, loyalty and respect for individuals and organisations. The ideals of sportsmanship, fair play and clean living are all a part of physical education and these attitudes can be transferred and carried on into the adult life.

(v) *Good Sportsmanship*

This includes winning and loosing gracefully and the spirit of being fair even to the opponent, appreciating the spirit and letter of the rules and maintaining a friendly attitude towards others. These qualities transform the good sportsman into a good citizen. Competitive athletics thus contribute to the development of the individual in the field and helps him achieve better adjustment in life.

(vi) *Cooperative and Competitive Zeal*

Society looks upon the school and its sports to help the students learn how to work with others in a cooperative manner, how to contribute their mite towards the common goal of the group and to develop an understanding of the rights and feelings of others. Society also demands that the schools inculcate a sense of responsibility for one's own actions and for the actions of the entire group. *The playfield is the social laboratory for the students to develop a sound knowledge of social behaviour in terms of "shall" and "shall not" in cooperative and competitive action of social importance.*

(vii) *Acceptance of all Irrespective of Language, Caste and Religion*

Society needs persons who can appreciate and accept all persons in terms of their ability, performance regardless of background factors like team affiliation, economic or social class, language or caste group. Research studies in physical education prove that athletic ability as measured by the athletic index, participation in inter-scholastic activities or intramural programme were the predominant factors conditioning choices of the best liked people. Physical education helps in accepting and appreciating others irrespective of background factors.

(viii) *Positive Social Acquaintance*

Society needs people who can develop new and constructive social acquaintance because this helps in developing the society. Physical education makes the athlete more socially mobile and extroverted with broadened interests, membership in many social or play organisations so that their contacts with the community increases and they develop wider knowledge about the societal problems and needs of the community. This helps him to be socially responsive and responsible.

The task of adjusting the child to social living and social demands makes necessary a new type of physical educator with social vision and social orientation. The effective preparation of people for social participation requires a coach with broader preparation than is required for the teaching of games. The coach must have a broad background of social knowledge and social experience gained through his contacts with people. In curricular subjects, social studies is supposed to develop social vision among students and teachers. In teacher training institutes foundation courses like social psychology, sociology of education, economics of education, and civic education etc., are offered to enhance social vision in the teacher. If the coach is to be a social agent, he must have a thorough knowledge of social life, social institutions and social organizations and the place of physical education in social life.

Socialised Physical Education

Physical education should be socialized in its objectives and approaches. The new socialised physical education is much less dependent upon traditional games or routine books or even rigid rules and regulations as long as it serves the social purposes. Sports equipment and sports material, individual and team activities, leadership and followership roles, opportunities to supervise and umpire a game, interaction with the audience, first-aid etc, give the student a vicarious contact with social life. Besides, intramural, inter-school activities, inter-district, and inter-state and inter-zonal games and sports give him first hand experience and personal contacts with different segments of the community and different regions and language groups. One strength of physical education is that it is less bookish and more practical in orientation. The playfield is the open classroom, action is the methodology, social responsibility is the goal, and give and take are the rules of the play. The extent to which physical education meets the social demands and fulfil social obligations depends not only on the physical education teacher and his programmes but also on the cooperation and encouragement that he receives from other teachers, head and other authorities. Hence the school as a whole should strive to train the student in his social responsibilities and obligations. That means, social vision should be developed at all levels of school education and opportunities for exhibiting this attitude should be properly provided; otherwise there is a danger of producing only graduates and not citizens who are not in any way useful to the society. As a life oriented subject, physical education has much to contribute than what is usually recognized by others. Attempts should also be made to collectively act by mobilising academic and physical sources and activate the student for successful social life. Physical education is a basic social need of society i.e., physical fitness and socially responsible citizens, and it develops an awareness of the role of growth and development in human behaviour in the advancement of social and material progress. Physical unfitness

is one of the identified problems of the society which could not be solved completely. Through the development of physical and social habits, and attitudes. Physical education becomes one of the major areas which contribute to the social well being.

Charles C. Cowell writes: "We socialize our pupils or contribute to their social learnings when they learn the ways of the group, become functioning members of it, act according to its standards, accept its rules, and in turn become accepted by the group."¹

The above statement puts in a nutshell the social purposes of education. Ryburn² says "the ultimate aim of teaching is a social one. Even as we deal with our pupils as individuals, as we help them to develop as individual persons, our aim is to help them to develop as individuals in society, as individuals who can play a creative and constructive part in society, using all their powers and abilities for the good of society, able to cooperate and live as members of a team."

Society is the client for any profession and all the professions derive their support, inspirations, objectives, organisation and functioning from the way in which a society operates, controls, demands, commits, coordinates and contacts various agencies for understanding, appreciating, satisfying and solving the social needs and problems. This is because the individual is a unit of the society and has to serve the society ultimately. Besides, society influences directly or indirectly the school and its special activities. All the social agencies are answerable to the society and hence have to look at the society for guidelines. These facts hold good for the general education along with its special areas like health, recreation and physical education. A stable social order is possible only when general education and physical education fulfil the social needs and solve the social problems. Learning experiences and physical activities should have social meanings and social orientation. Social meaning is a very broad term in which various aspects like social needs, social problems, socio-economic conditions, social norms, social taboos, social order, social laws, social controls socialisation, social mobility, social resources, social attitudes, social consciousness, social importance, social stability, social awareness, social dominance, social skills, social adjustability, social interactions, social status, social roles, social conflicts etc. are involved. This list includes psychological problems also because man is a social animal able to communicate in terms of social customs and social purposes for social welfare and education has to attend to these social characteristics.

As has already been said the ultimate aim of education is a social one and hence it is necessary for the society to play a

1. Cowell, C C., "The contributions of physical activity to social development." *Research Quarterly*, May 1960, p. 286.
2. Ryburn, W.M., *The Principles of Teaching*, Oxford University Press, 1957, p. 1.

dominant role in deciding the nature and future of the educational system. Other services also recognise the importance of the society and hence the new areas of specialisation like community health, social recreation, social counselling, etc. have emerged. This doesn't mean that the society controls everything by an authoritarian approach. The social responsibility of education is more in a democratic nation and especially for a developing country like India. Williams³ discusses physical education in a democracy under which he deals with three important aspects, namely, political concepts, economic concepts and social concepts. His chapter on "Physical education in a Democracy—Social concepts" is an elaborate one under which various details like the persistent social behaviours, neglect of body in the culture, responsibility for teaching social values, authority and social order, social meanings in activities, social ideals of the time and place etc., are dealt with.

Sociology of Physical Activity

Cratty, B.J.⁴ suggests that a sociologist might study the behaviour of groups as they engage in vigorous and complex physical activity in team games and in professional sports. In fact he has identified two problems which block the interest of capable individuals in this area of investigation.

1. The ineptitude of physical educators when attempting to carry out sociological research and 2. the viewpoint of capable social scientists (psychologists and sociologists) that sports and games are not respectable contexts in which to carry out their research. Besides he has advised the scholar first to attempt to evolve a theoretical framework for a Social Psychology of Physical Activity along with establishment of courses exploring in an exact way the sociology of physical activity. Whether it be a sociology of physical activity or social psychology of physical activity, the physical educators keep in mind the following tips given by Cratty.

- (a) It is quite difficult to separate psychological principles into the two distinct categories of those that influence the interaction of people engaged in various activity and those that modify people's endeavours when engaged in a more passive undertaking.
- (b) The research cited should also make clear to physical educators that various facts of the social context influence physical output in predictable and important ways.
- (c) Workers with people engaged in physical activity become more sensitive to the multitude of obvious and subtle social forces

3. Williams, J F., *The Principles of Physical Education*, W.B. Saunders Company, Philadelphia, 1966, pp. 136-178.

4. Cratty, B J., *Social Dimensions of Physical Activity*, Prentice-Hall, Inc. Engle Wood Cliffs, New Jersey 1967. p. 107.

permeating the performance situation.⁵

Sociological foundations of physical education seems to be a more interesting field than what it appears at the outset, for example Gray Smith⁶ talks about 'violence and sport' Razor⁷ talks about 'Variables in Crowd Control' Gunter Erbach⁸ about 'The Science of Sports and Sports Sociology, and Michael Bovet⁹ about "The Function of sport in Human Relations" and so on.

When speaking of sport as a social institution, Loy¹⁰ refers to the sport order which means the composition of all social organisations of the society which are responsible for organising, regulating and facilitating sport situations and human actions in sports. But the major concern of the physical educators is the fundamental question. "How best can societal needs be reflected in the sports situation"? In other words they are directly concerned with the "Needs theory" and understand the modes of satisfying the needs in a constructive way. Sports and physical education offer an opportunity to satisfy the human needs and the needs of the society. Physical education programmes are getting expanded in order to make our men more fit for serving the society in a constructive way. In order to achieve its appropriate expansion the school must plan physical education programme in accordance with the needs of the society. Hence the physical education teacher should be made aware of the social needs.

Implication of "Sport for the Society"

Needs of the society follow almost the same pattern of human needs consisting of physiological needs, psychological needs and social needs. These needs are essential for physical survival and well-being of the society. Physical educators can do much only if they know the needs of the society and the means to help satisfy these basic needs of the society. Societal needs can be realised through the three faces of physical education namely work, play and recreation. If these three are not properly nurtured they usually result in social distance leading to anti-social action and personal

5. *ibid.*, pp. 107, 108.

6. Smith, G., "Violence and Sport" in Bucher, C.A., *Dimensions of Physical Education*, The C.V. Mosby Company, Saint Louis, 1974 pp. 241-244.

7. Razor, J.E. "Variables in Crowd Control" in Bucher C.A., *Dimensions of Physical Education* The C.V. Mosby Company, Saint Louis, 1974 pp. 245-250.

8. Erbach, G., "The Science of Sport and Sports Sociology in Bucher, C.A. *Dimensions of Physical Education*, The C.V. Mosby" Company, Saint Louis 1974 pp. 251-260

9. Bovet, M. "The Function of Sports in human relations, in Bucher." C.A., *Dimensions of Physical Education*, The C.V., Mosby Company, Saint Louis, 1974, pp. 261-263.

10. Loy John W. (Jr.) in Bucher, C.A., *Foundations of Physical Education*, The C.V. Mosby Company, Saint Louis, 1972, pp 533-36.

maladjustment. Now the major problem is how to design an activity consisting of work, play and recreation which can satisfy the needs of the society. Besides, these help building character in youth and achieve development and progress in the society. By giving the student the opportunity to participate in many activities, physical education plays an important role in the development of the student and helps him to become a useful member of the society. The objective of satisfying the needs of the society is a worthy aim of physical education and physical educators should find out ways and means of training their students to achieve this goal. In our complex society which is made up of social imbalances and segregation it is important for our students, to become aware of the needs of the society and their responsibility towards the society so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect physical education has a duty to create awareness among the students of the societal needs.

Sport can become a true social institution only when the student has a correct perception of societal needs which in turn is responsible for the type of involvement and participation it engenders. Involvement includes both the degree of involvement and the type of involvement. The first usually refers to the duration, intensity and frequency of sport involvement whereas type of involvement may be primary, secondary or tertiary. Students can exhibit strong, frequent, intense, and long-range involvement of primary type only when they are aware of social needs and willing to satisfy these needs. The physical educator should have first-hand information about the needs of the society and communicate these needs to the students and suggest the methods of satisfying these societal needs. In this respect the physical educator is offering a very important type of education, which may be called civic education, so that play activities become a real part of school and the society. This is an important function of the school itself and physical education has got ample opportunities of performing this educational function.

society but he uses it against the society. Physical education can prevent such negative results as it offers opportunities of developing constructive qualities like cooperation, sharing, reward and punishment, accepting defeat with grace, which we technically call the sportive spirit. In this respect sport is really a social institution and a social situation and the physical educator should try his best to utilise sport opportunities for socialising the student and making him a fit citizen of the country.

How can the physical educator understand the needs of the society and its resources and limitations? Not all the needs of an individual or the society are openly expressed, that is, some needs are overt. Even the overt needs may not be properly understood if the frame of reference and orientations are not the same. Hence the physical educator should first develop a societal orientation and social frame of reference. To understand any need of an individual or the society the physical educator should have constant observation of the societal process and have consistent interaction with the society and have positive involvement. Thus observation, interaction and involvement are the three methods by which any one can understand the societal needs, limitations and resources. Of course these three are possible only when the physical educator has a strong trust in the society and interest to serve the society. Once this is achieved, the physical educator, by designing appropriate body activities and physical activities, can create orientation, interaction and involvement of the student in the societal needs, resources and limitations.

Student criticism of physical education and training reflects a change in social values and changed expectations about career opportunities. Students feel that professions including physical education are losing their relevance and association with real social problems; from the point of view of the student, physical educators as individuals and even associations and organisations related to physical education have not sufficiently re-examined their role in society and are not responsive to the desires and ambitions of young people who want to work on relevant social problems related to the use of physical growth.

The student's academic progress and development is limited by the knowledge base and academic orientation he acquires after staying in the school for four or five years irrespective of the skills and social awareness that he acquires. Besides, he is overtrained to look at social problems from a narrow and rigid perspective making him incapable of identifying and accepting other alternative perspectives in solving problems. Without adequate opportunities to gain self-awareness and social awareness the student cannot learn how to identify, diagnose or solve his own or other's needs and problems. Now, what has the physical educator to do with such students whose self awareness and social awareness are not broad enough to serve the society?

Indifference to the needs of the society results in other problems. Generally getting economic and status rewards in any profession requires from the professional an adherence to norms, standards and ethics set by the professional bodies and these norms force them to be less and less responsive to the original social problems which actually brought them into the profession. This is something like the railway passenger who talks about human needs, problems and equality and tries for atleast a small place to accommodate himself. After some time the same passenger tries to prevent new entrances by arguing in terms of comfort, overcrowding etc. The price of professional status has usually been the giving up of the urge to work on socially relevant problems and only generates distance between the professional and the society.

The professionals thus find themselves squeezed from both directions by society *via* its changing needs and by students with new individual values and aspirations. The physical educator therefore is puzzled as to how to accommodate the social needs with the personal needs of the students. The professional is not able to understand the priorities of the society. Besides, they are almost ignorant of the fact that traditional education is only segregating and isolating the students from the society and creating a kind of elite society within the society. Edgar H. Schein feels the students development is limited by the knowledge base he acquires. In addition to this, he is often overtrained to look at problems from a given perspective, making him unable to identify problems that require other perspectives."¹¹ Ralph Nader talking about legal education has labelled this process as "education into corridor thinking."¹²

What are the implications of such a situation which ignores the society and its problems? Have not the professional institutes of sports education the social obligation of serving the community which provides the nourishment for the continuous growth of the profession? Should not the physical education organisations try to mould the students' values, actions, and aspirations in a societal perspective? Should not the society take the right of commanding the educational institutes and make them responsive to the needs and problems of the society? How far does physical education as an integral part of general education contribute in helping the society solve its problems?

As Arnold puts it, "Society today with its problems of mass media, mental sickness and affluence has three main needs of physical education; these may be termed educational, psychological and

11 Schein, E.H. *Professional Education, Some new direction*, McGraw-Hill Book Company, New York, 1972 p. 55.

12 Nader, R., "Law Schools and law Firms" *New Republic*. pp. 20-23, Oct., 11, 1969.

bio-philosophic.¹³

Educational Need

According to Dewey's Principle of continuity of experience, "education should be a process of growth which in theory atleast, should be life long." Indeed physical education as an integral part and parcel of continuative and recreative education has a great many things to offer. It is essentially a personal and direct form of educational experience and through its skills, joys, satisfactions, discoveries and achievements a great deal can be done to enlighten and enrich the life of men. Another value of physical education is that it is active and recreative. It gathers experience at first hand, gives opportunity for spontaneity and self-expression. This is an essential part of individuation process with which education is concerned.

Psycho-social Need

Halliday¹⁴ coined the phrase 'sick society' because of the amount of ill-health (particularly mental) that there is in our community. By way of remedy he offers the term 'integrated health' which is virtually synonymous in meaning with the psychological concept of 'integrated personality'. Physical education may be regarded not only as an antidote to the stresses of modern living but as a form of therapeutic and preventive medicine which takes its place alongside innumerable other measures that contribute to the all-embracing concept of health.

Bio-philosophic Need

The ease and softness of life no longer make demands on the human body that test and strengthen his abilities. The numerous labour-saving devices may be regarded almost as commensurate with body-weakening.

In the absence of a way of life that will in a natural manner look after the physical and moral needs of society we must turn instead to the artifice of the physical educationist. It is to him we largely entrust 'Man's Supreme Inheritance'.

Now, it is for the physical education teacher to consider these needs and inspire the student to satisfy these demands of the society.

13. Arnold, P.J., *Education, Physical Education and Personality Development*, Heinemann, London, 1968, p. 135.

14. Halliday, J.L., *Psycho-Social Medicine: A Study of the Sick Society*, Heinemann, 1949, in Arnold, P.J., p. 137.

Resume

We can consider physical education in a school to be at the centre of a web of educational and social factors that act upon it, some more strongly than others, influencing its objectives and professional dynamics. Society determines the status and place, role and responsibilities of physical education in the total system of general education. The modern theories and concepts related to social psychology and sociology of sport and physical education have helped to realise physical education as a social institution. In this chapter the needs of the society are discussed at two levels that is in terms of general needs and in terms of different types of needs. Society wants people with social piety, social consciousness, good leadership and followership, good citizenship, good sportsmanship, people with cooperation and competitive zeal, acceptance of all, social acquaintances and so on. In fact these constitute the undercurrents of social functioning and fluctuations. Society has different types of needs like educational needs, psycho-social needs and bio-philosophic needs. An understanding among physical educators, of the characteristics, resources, needs and problems of the society is essential in decision-making and action-taking processes. The central theme of this chapter is that the needs of the society decide the types of physical education programmes. But finally it depends on the extent to which the physical education teacher understands the social needs and the extent to which they are made to reflect in physical education activities.

REFERENCES

- ARNOLD, P.J., *Education, Physical Education and Personality Development*, Heinemann, London, 1970.
- BREKENRIDGE, M.E. and VINCENT, E.L., *Child Development*, W.B. Saunders Company, Philadelphia, 1955.
- BUCHER, C.A., *Foundations of Physical Education*, the C.V. Mosby Company, Saint Louis 1972.
- COWELL, C.C., *Scientific Foundations of Physical Education*, Harper, N.Y. 1953.
- CRATTY, B.J., *Movement Behaviour and Motor Learning*, Lea & Febiger, Philadelphia 1964.
- CRATTY, B.J., *Social Dimensions of Physical Activity*, Prentice-Hall Inc. Englewood Cliffs, N.J. 1967.
- DEWEY, J., *Democracy and Education*, The Macmillan Company, New York, 1916.
- GERBER, E.W., *Sport and the Body: A Philosophical Symposium*, Lea & Febiger, Philadelphia, 1972.
- HALLIDAY, J.L., *Psycho-Social Medicine: A Study of Sick Society*, Heinemann, 1949.

- KANE, J.E., *Psychological Aspects of Physical Education and Sport*, Routledge & Kegan Paul, London, 1972.
- RYBURN, W.M., *The Principles of Teaching*, Oxford University Press, 1957.
- SCHEIN, E.H., *Professional Education. Some New Directions*, McGraw-Hill book Company, New York, 1972.
- SHELDON, WILLIAM H., *The Varieties of Temperament*, Harper & Bros, New York, 1942.
- SULLIVAN, E.E., *Education in Social Change*, Asia Publishing House, Bombay, 1968.
- VANDALEN, D.B. *et al.*, *A World History of Physical Education*, Prentice-Hall, N.J. 1953.
- WILLIAMS, J.F., BROWNELL, C.E., *The Administration of Health Education and Physical Education*, W.B. Saunders Company, Philadelphia, 1956.

Part IV

EDUCATION THROUGH PHYSICAL EDUCATION

Chapter 10

Educational Values of Co-curricular Physical Activities

Chapter 11

Wealth and Recreation Through Physical Education

Chapter 12

Physical Education as a Preparation for Profession

PART IV

EDUCATION THROUGH PHYSICAL EDUCATION

Physical Education is beginning to be recognised as a part of total education, as a phase of general education and as a way of real education. Physical education has got educational content, educational value and educational orientation. Has physical education the foresight, inspiration and the leadership to meet the social challenges and educational needs of our country? The answer depends on the way in which physical education programmes are planned, implemented and evaluated.

With the recognition of physical education physical educators have to shoulder a major responsibility in the process of all round development of the individual. It means, the physical educators should think in terms of the educational, recreational and health aspects of physical education so that physical education becomes an active component of schooling. The second important aspect is the professional value of physical education. Physical education has potentialities to be a full-fledged occupation because it has got all the characteristics of an occupation viz., specific identity, objectives, procedure, organization, professional code and also acts as a source of income. The physical education teacher should strive to identify the potentialities of prospective physical educators and people with sports talents and train them to the maximum extent possible. This also helps them in building up a theory and technology of physical education.

From extreme formalism in physical education programme, the pendulum has swung to recreation and play with special emphasis on creative activity. We can foster creativity among the players only when they are given the responsibility of decision-making in the process of play. This is a difficult task because the coach should take them beyond the level of rule of games and routines and regulations and help them to internalise the process of movement and come out with novel learning experiences which have relevance to society and life. This is possible only when the physical education teacher himself is creative and works as a source of inspiration to the athletes,

Chapter 10

EDUCATIONAL VALUES OF CO-CURRICULAR PHYSICAL ACTIVITIES

*Principles Underlying Co-curricular Physical Activities.

*Some Important Co-curricular Activities in the School.

*Educative Physical Activities.

THE VALUE OF EXERCISE

The value of exercise rests upon the application of the following three scientific principles:

1. **Frequency:** The benefits cannot be stored; they are only gained through regular participation.
2. **Duration:** A sufficient length of time is needed to give the body a good workout.
3. **Intensity:** The activity must be vigorous enough to place a load on the circulatory and respiratory systems.

BUCHER, C.A.

From *Foundations of Physical Education*. The C.V. Mosby Company, Saint Louis, 1972, p 472

EDUCATIONAL VALUES OF CO-CURRICULAR PHYSICAL ACTIVITIES

In the past, educators used the term extra-curricular to indicate the group activities especially those conducted outside the classroom like play, music, craft, scouts, camping, exhibitions, excursions, visits, hobbies, etc. Now the term extra-curricular is growing less and less popular and other terms like co-curricular, intramural, semi-curricular, collateral and non-class are used to indicate such activities which are not themselves a part of curriculum but provide the necessary curricular values and act as a catalytic agent to generate educational values.

The majority of educators accept student initiated activity as an integral part of educational organization and place them on par with regular school work. For example a school paper or magazine, mostly hand written, starts as out of class activity but when the material is desired from the regular composition work in English then the activity becomes a co-curricular one and comes back to the classroom as a beginning to the course of literary skills. In the same way a curricular activity may start as a project unrelated to any academic subject but later become a subject of occupational importance and professional value e.g., school exhibition, museum, school sports, audiovisual programme, picnics and tours are as much important as a composition work or solving an arithmetic problem, or arranging a scientific apparatus for experiment, or preparing an assignment in the library.

In terms of pupil interest, those co-curricular activities should be encouraged which will give the participant's an opportunity to develop habits of cooperation, fair play and good citizenship. They provide opportunities for training in leadership and the wise use of leisure time. The important thing is that such co-curricular activities should be inter-related and integrated, with regular academic activities so that constructive attitudes of responsibility, initiative and pride in accomplishment carry over from one activity to the other.

From the point of view of the school, co-curricular activities help in arousing the school spirit. Well-organised activities can be carried over to the practical life of the community and helps to generate positive results like earning respect and loyalty for the school. Co-curricular activities work as a means of serving the

community and provide recreation and entertainment for parents and friends. The pupils participate directly in community affairs so that a personalised relationship and a spirit of cooperation develops between the community and the school. Now for example, co-curricular activities organised by NSS, Red Cross, Youth Against Famine Programmes etc result in the formation of a national student organisation and their local chapters, provide a chance to give vent to the psychological energies and emotionalised potentialities during difficult times like cyclones, famine etc., Newspapers, Public speakers and Government officials have expressed their appreciation and praise of the social welfare attitude of the students. Besides, students themselves gained a practical training in cooperation toward the achievement of a positive and meaningful goal in service to others.

There is one more contribution of co-curricular activities, which is that it becomes the basis of occupational interest and occupational selection. There are many examples of students with below average academic achievement but who successfully participate in sports activities and develop interest in health education and recreational leadership and finally take up health education as their occupation. Thus, interests and encouragement developed through co-curricular activities influence the life patterns of the students.

Principles Underlying Co-curricular Physical Activities and their Organisation

The value of co-curricular physical activities depend on the extent to which the educational principles underlie their organisation and administration.

Crow and Crow¹ mention an elaborate list of 16 principles related to student participation, faculty participation, school ideals, objectives, democratic organization, criteria of selection and so on. Some of the principles of organisation are given below:

1. As far as possible, co-curricular activities should be scheduled during the regular school day and working times.
Each activity should be selected, organized and conducted in a democratic set up.
2. There should be definite time and place for each activity so that they do not clash with the curricular and co-curricular activities.
3. Regardless of the level of academic achievement, each student should be given opportunities to participate in some co-curricular activity. At the same time there should be a limit of

1. Crow, L.D. and Crow, A., "Introduction to Education", *Fundamental Principle and Modern Practices*, American Book Company, New York, 1950.

participation so that the co-curricular interests of other students are not spoiled.

4. A constructive and well-balanced co-curricular programme should be initiated through the cooperation of pupil, faculty members and principles.
5. All co-curricular activities should be in line with school ideals and practices, and the head should control immature student interest.
6. Every co-curricular activity should aim at desirable social, civic and moral ideals. Sponsors of co-curricular activities should be selected on the basis of educational temperament and experience.
7. All student groups and their activities should be carried on within the school campus, so that there are no problems related to organisational and supervisory aspects.
8. The sports expenditure should be joint responsibilities of students and their sponsors.
9. The co-curricular activities should suit the size, level of education and abilities and interests of students.

Some Important Co-curricular Activities in the School

Some of the important school activities in which pupils can participate and benefit in a co-curricular style are:

- (a) Home-Room Activities.
- (b) Assemblies
- (c) School Bank
- (d) Interests Clubs, Athletics,
- (e) Service Clubs.

(a) *Home-Room Activities*: The home-room period provides opportunities for teachers and students to develop better relationships and be less formal in their work. At the same time it facilitates physical or academic activities. During this period, certain regular classroom duties like checking daily attendance, preparing and reading notices, distributing progress reports, repairing materials for teaching, and improvising teaching aids, responsibilities like classroom maintenance, the care of supplies, gardening etc. can be distributed among students.

(b) *School Assembly*: According to Mcknown³ objectives of the school assembly should be:

1. To unify the school.

2. Mcknown, H.C., *Extra-curricular Activities*, revised edition, The Macmillan Company, New York, 1937 p. 125.

2. To educate in the common or integrating knowledges, ideals and attitudes.
3. To motivate and supplement classroom work.
4. To widen and deepen student interests.
5. To inspire the worthy use of leisure.
6. To develop the aesthetic sense of the student.
7. To instill the commonly desired ideals and virtues.
8. To develop self-expression.
9. To recognise publicly worthwhile achievement.
10. To promote an intelligent patriotism.
11. To correlated school and community interest.

Assembly programme usually include the morning gathering followed by prayer, passage reading or announcement, it also includes music, dramatics, dancing, motion pictures, small talk etc. General assemblies include the entire student population or at least the juniors as a group and the seniors as a group. Experience is gained in the preparation of stage settings, lighting, timing and other important details of the programme; this interest inspires students' occupational interest and sets the stage for their occupational work, and recreational work.

(c) *School Bank*: School bank helps in developing thrift among the students and trains them in handling money which is not their own. Such work of collecting individual savings in the home and of transferring these to the school bank can be done by a committee of trustworthy students under the supervision and guidance of a faculty member.

(d) *Interest Clubs and Athletics*: Mcknown³ lists the basic principles of club organisation and administration as follows:

1. The club should be based on definite and worthy objectives.
2. The purposes and activities of the club should be those of its student members.
3. Wherever possible, club activity should grow out of curricular activities.
4. The club programme should belong to a club.
5. Every student should belong to a club.
6. Club membership should be voluntary.
7. All students should have equal opportunities for joining clubs.
8. The club should be limited in size.

3. *ibid.* p. 125.

9. The club should not be considered vocational in purpose.

Co-curricular school athletics are usually organized as sports clubs, but we can have other interest clubs related to literature, science, art, music, history etc. Active participation in any club satisfies the student's urge to be with others of similar interests, and he can learn how to become a good leader or a useful follower. School newspaper, magazines, hand books, matches etc., are the products of co-curricular group activities. School athletics in particular are an excellent health and character builder. The formation of clubs for participation in football, baseball, basketball, hockey, cricket, tennis and indoor games has possibilities of developing the physical, educational, emotional, social and intellectual development of the personality. 'Inter-scholastic athletics' have their own value but they are expensive and have got undesirable results like intense inter-school rivalry etc.

(e) *Service Clubs*: Service Clubs have their own objectives which are either (i) to serve particular persons in the school (ii) to serve the school or (iii) to serve the community. Some of such groups are permanent part of the school co-curricular programmes, for example tutoring groups either in the classroom or in the playground help to take care of students who missed lessons or students who are backward and so on. Some service groups take up selling of tickets for a benefit show which may be a temporary activity but helps to serve the school and the society.

The educational value of co-curricular activities depends on the role of the physical education teacher because he is the proxy parent whose power has increased as a consequence of the increased value of the school as an agent of inspiration, growth and development. If the physical education teacher does not work close to the emotional level of the student then his contribution gets limited, or misinterpreted. The physical arrangements of the sport activities symbolize its psychological and educational impact and they play a part in that total educational programme. Today the physical arrangements of sports including the activities like age grading, selection of play, seating arrangements, medical aid, decoration, etc, symbolize the changes in the role and function of the physical education teacher. Now sport items include the mixing of boys and girls. Play opportunities are provided not in alphabetical order of students roll calls, but on the basis of interest and aptitudes. These changes assist the breakdown of the iron curtain between the coach and the athlete and also between one athlete and the other. This has one important educational value—during the course of their interaction with the curricular activities the process of exchange and circulation of interest and tastes take place and set the stage for the "other-directed socialization". Play which was earlier an extra-curricular epoch and private hobby, now is a part of the school enterprise itself and serves a realistic purpose of supplementing and complementing the academic knowledge of students.

The physical education teacher's role is that of opinion leader with the major objective of inspiring rather than controlling the students. He conveys to the students that what matters is not win or defeat, not their industry or learning through the co-curricular activity as such, but their adjustment in the group, their cooperation and their careful stylised initiative, leadership and followership.

However the teacher continues to hold the reins of authority in his hands because he is conditioned to think that bad behaviour of a player implies poor management on the part of the coach. Hence when the coach asks the players to be cooperative he is really asking simply that they be nice and obey commands. Besides the physical education teacher is deprived of traditional methods of discipline like using punishments and incentives or the methods of other teachers handling the curricular activities (grades, marks, promotions etc.) and hence he is more helpless than others who can always fall back on those methods of discipline. Moreover the physical education teacher is not himself interested in intellectual content or educational value of a physical activity, nor is this content and value apt to come up in a staff meeting. Hence the overall role and function of the physical education teacher gets restricted to routine plays and their recreative value only.

The playground becomes an agent of the process of other directed socialization wherein the athlete is taught to take his place in a society i.e., the team where the concern is less with the ends and consequences than with its internal group relations and its morale. As long as this objective is achieved the demand for more importance to physical education is justified.

The distinction between the curricular activities and co-curricular activities disappears once we accept that physical education is a full-fledged academic discipline and a part and parcel of general education. Perhaps physical education as a special area of general education may continue its identity but cannot afford to remain in isolation. It extends to all activities of school education with the major aim of fulfilling the educational objectives of the school. It becomes a means through which the school can extend its structure into the society and the gates of the ivory towers are opened. The co-curricular physical activities help to add an element of health and recreation into the academic learning which is loaded with theoretical concepts. Co-curricular physical activities give a meaning and support to other academic subjects in the sense that the student is helped to understand the practical values of learning and the situations wherein his learning is of use to the society. As has already been said elsewhere, physical education offers opportunities of creating awareness in the student and provides a kind of civic education.

Assuming that physical education becomes the full-fledged academic discipline, it can take the responsibility of becoming a vehicle

through which the products of the school are sold in the job market and to the society. This should be possible because physical education enlarges not only its own scope but also the scope of general education and hence the occupational avenues of the students are increased and a variety of jobs can be created in view of the new attitudes, skills and abilities that they acquire in the schools. If this happens, then physical education can help the general education to improve its own status and image. This may appear to be wishful thinking at this juncture, but in view of practical applications of physical education in fields like health, recreation, defence, physiotherapy, sports counselling etc., this is not impossible. When a variety of physical activities are organized according to the age levels, abilities and limitations of the students and the needs of the society, such a proposal of vocationalizing physical education becomes a reality. Of course, both physical educators and educators should strive hard in this direction. For this they have to identify the areas of mutual interest, and the areas of specialisation, but first of all remove redundant and useless things in education.

The present status of physical education though not completely academic is at the junction of academic and co-curricular activities. In America the recent trends show the emergence of co-recreational programmes. Williams says, "Co-recreational programmes for boys and girls give large social promise in the years ahead."⁴ This promise may be in the form of creating a social-mindedness and value-consciousness in the student. These things cannot be achieved purely by academic subjects though they are worthy objectives to be achieved by the schools. Here physical education comes to the rescue of the school and operates like a link between school objectives and the social objectives. Physical education works as a medium for other educational objectives as well. For example, it develops self-sufficiency and independence in the student, it brings the physical realities to the attention of the student and offers him the experiences of victory and failure, competition and cooperation and team playing and individual sport. Hence physical education helps him to become increasingly capable to make his own decisions, involve himself in original thinking, design his own movements of action, work out according to his own design to plans and participate successfully for the common welfare of the team. It develops in the student self-understanding, self-appraisal, and realistic attitudes in his perceptions, actions and opinions. Such a student can deal with situations and problems objectively. Character building becomes a worthy objective of the school and physical education takes a major share in shaping the character of the students. In the present times when materialism is over-emphasised at the cost of character, physical education becomes a must to any school to save the stu-

4. Williams, J.F., *The Principles of Physical Education*, W.B. Saunders Company, Philadelphia, 1966 p.303.

dents and prevent them from turning into anti-social elements, delinquents and rigid personalities and perhaps at best, only degree holders. In other words, physical education can take care of the ethical conduct of the students and give them a noble orientation. Already the explosion of urbanisation has the effect of neutralising the philosophical and social values of the individuals and hence physical education has to compensate for it by offering recreation, health, and strength to the students, adults and professionals.

One of the factors which determines the achievement of educational objectives of co curricular physical activities is the extent to which leadership is present in the field of physical education. Charles Bucher and Constance R. Koenig⁵ list at least eight qualities of the leaders which are necessary to accomplish the objectives of physical education, namely; (i) Sound Judgement, logical thinking, common sense and the ability to discriminate right from wrong (ii) Functional use of written and oral language (iii) Acceptable health (iv) Pleasant personality (v) Interest in and understanding of human beings (vi) a sincere interest in the work (vii) skill in many of the activities (viii) Technical training.

Without leadership it is very difficult in any professional field to achieve the objectives or to inspire the students. The right kind of leadership from the physical educator helps to create leaders among the students. Without possessing the qualities of leadership himself, the physical educator cannot expect those qualities in his students. Leadership in physical education can be improved by following a strict policy of selection for admission into professional colleges, that is for B.Ed., M.Ed., B.P.Ed., M.P.Ed., etc., and by establishing proper standards so that only qualified individuals are recruited in the colleges for teaching. Otherwise there is the danger of not getting recognition, respect and enthusiasm from the public. Besides, in service education both for physical educators and students of various aspects of co curricular physical activities should become an essential programme of the school. Such a step would not only clarify the objectives and educational values of physical activities but also help physical educators and the students to develop insights into the methods of meeting those objectives. This, when supplemented with advance planning, good organization of the classroom, scientific methods of teaching and coaching, and safety precautions would definitely help the schools to specify their objectives and inspire physical educators to work hand in hand with general education and achieve the proposed objectives. This is an idealistic proposal which needs time and planning to materialise into a reality.

Educative Physical Activities

Experts in the field of education and physical education after a thorough exchange of views and opinions have come to a common

5. Bucher, C.A., and Koenig, C.R., *Methods and Materials for Secondary School Physical Education*, The C.V. Mosby Company, 1974, p. 91-92.

agreement that physical education has to achieve the status of a full-fledged academic discipline and for all practical purposes physical education is an integral part of total education process. They also emphasise the need for making all co-curricular physical activities educative by incorporating the aims and objectives of the schools into the programme and using modern techniques of teaching and evaluation and by offering appropriate consulting services and in-service programme.

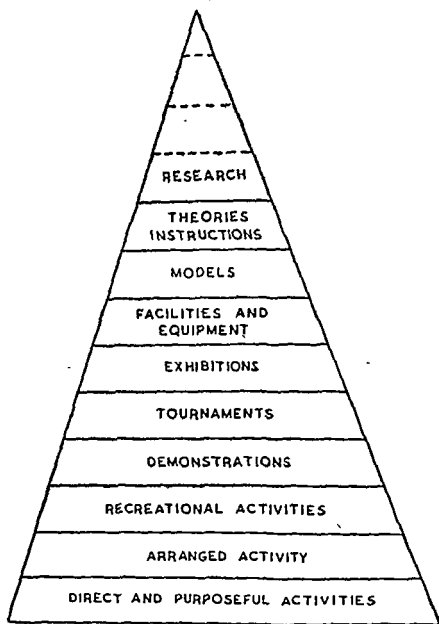
Charles A. Bucher and Constance R. Koenig,⁶ have given the following tips to improve the present day physical education programmes.

- (a) Outlining clearly defined goals to be achieved by students at each grade level.
- (b) Developing a meaningful programme.
- (c) Individualizing programmes for each student.
- (d) Utilising effective teaching techniques.
- (e) Having sound instructional materials for each activity in the programme.
- (f) Evaluating each student's progress towards established goals periodically.
- (g) Having a meaningful record system.
- (h) Providing for a consulting service and in-service education of faculty.

The practical problems the physical educators face today are: how to identify a physical education programme which is educative from other non-educative ones? What are the characteristics which make a physical education activity really educative? What are the criteria of educative physical activities? Can there be a few physical activities which are not highly educative? What are the main considerations while designing an educative physical activity? These are just a few questions that the perplexed physical educator has in his mind while designing physical education programmes.

It is really difficult to give an instant answer to the above questions because we are all enthusiastic theorists but quite new and fresh in our attempts to make physical education an academic discipline. Moreover, for a long time physical education was given a place only in the playfields. Hence we do not have a model to be imitated for our purposes and we have to work only with our intuition and imagination. The educative value of any co-curricular activity

6. Bucher, C.A. and Koenig, C.R., *Methods and Materials for Secondary School Physical Education*, the C.V. Mosby Company, Saint Louis, 1974 p. 106.



Pyramid of Physical Activities

depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teacher who is in charge of the physical education programme, the larger society in which the institute is located and the objectives of the institute. It means that we have to take into consideration many factors before we designate a physical activity as educative or otherwise. This fact holds good for all the four components of the school physical education programmes namely;

- (i) the basic instructional class programme.
- (ii) the adapted programme
- (iii) the intramural and extramural programmes and
- (iv) the interschool programme.

Luther H. Gullick has adopted the following definition for the object educative exercises. "To lead out and train the physical powers, to prepare and fit the body for any calling or business, or for activity and usefulness in life."⁷ In fact Gullick has given three divisions of exercises namely Educative, Curative, and Re-creative Gymnastics.

The major concern of physical education is to help the child not only to grow and develop physically but to learn to fit in the social environment and make positive adjustments to life in his mental, social and physical responses; thus physical education is not just a narrow aspect of education but has potentialities to contribute substantially. In this respect, physical education is no more an extra-curricular activity but a curricular activity of physical nature. Ruth Morrison⁸ has asserted that the inclusion of physical education as part of the school curriculum needs no justification. The value of physical education can hardly pretend to be as self-evident as recognised by Jelfs when he suggests that "to assume that physical education is an area of educational activity is an assumption of immense proportions—it is no longer any use saying that we all know this is true."⁹

The fundamental question then is how far does physical education, and co-curricular activities measure up to the criteria built into the concept 'education'? the answer to this question depends on the extent to which the term co-curricular can be used purely

7. Gullick, L.H., "Physical Education—a New Profession" in Charles Bucher (ed) *Dimensions of Physical Education*. The C.V. Mosby Company, Saint Louis, 1974 p. 13.
8. Morrison, R.A., *Movement Approach to Educational Gymnastics*, Dent, London, 1969 p. 2
9. Jelfs, B.W., "Thinking About the Meaning of Physical Education" *British Journal of Physical Education*, 1, pp. 117-18.

descriptively to embrace all the physical activities that go on outside the classrooms. The nature of the knowledge gained through co-curricular activities can make a significant contribution to the development of mind which is so important to the process of becoming an integrated personality. Besides, it would appear that co-curricular activities can be pursued for their own sake as long as education is understood in the broader sense of national investment. Physical activities could contribute to multi-disciplinary programme designed to focus on aesthetic experiences like 'form' 'structure' 'symmetry' 'balance' or 'line'. By making the student discover for himself the relationship between different aesthetic concepts like 'form' and 'function' we are providing opportunities of creative experiences to the child. It is true that the majority of our schools focus on a wide range of physical activity designed primarily to promote an enjoyment and satisfaction in the body movements and fitness responses.

Abernathy and Waltz¹⁰ state that "the justification (of physical education) in the long run will rest upon the utilisation of principles drawn from scholarly inquiry into the phenomenon of human movement." They regard physical education as knowledge of human movement applied within an educational context.

A student can take physical education and co-curricular activities as a major or core subject supported by two or three related cognate subjects such as crafts, drama, fine arts, music, first-aid, etc. The professional dimension of each subject-area could include four inter-related elements like:

- (a) the value and place of curricular activity in general, and physical education in particular with regard to education. Aims underlying the teaching of co-curricular activities and the causes and justification for including it in the school curriculum;
- (b) the psychological foundations of co-curricular activities and physical education;
- (c) the sociological foundations of co-curricular activities and physical education;
- (d) Appropriate learning experiences and instructional methodology for co-curricular activities and physical education.

In order to provide structural coherence within the curriculum, these four elements have to be planned and studied keeping in mind the process of general education, objectives of education along with certain parts of education like philosophy of education, psychology of education, sociology of education etc., and appropriate activities.

10. Abernathy, R. and Waltz, M., "Towards a discipline: first steps first", *Quest*, II, 1964, p. 6.

Resume

Modern living has a very complicated structure of positions, roles, functions and outcomes. Hence the distribution of activities is very different from that found in olden days. Under the present circumstances there is an increase of both work and leisure time, problems and facilities, knowledge and illiteracy. Hence we need something to refresh our minds, and to relieve our hearts. Co-curricular and co-educational activities are there exactly to achieve this and to achieve it in a better way. In this chapter the need for co-curricular activities, principles underlying their organization and their educational values are given keeping in mind some co-curricular activities like interest clubs, home-room activities, school assembly, school bank etc. These are other more familiar co-curricular activities like play, fine arts, music, dance, painting, crafts and outdoor ones like, camping etc. The real measure of a co-curricular activity lies in the extent to which it can inspire the creative functioning of the student, and contribute to his total development not merely adding a few bits of knowledge and information. The old concept of extra-curricular activities is no more in vogue and many of the activities are co-educational and co-curricular even though they are not recognised or designated so. The main thesis of this chapter is that 'education' does not mean more listening in the classroom and in fact co-curricular physical activities are more educational than they are believed to be.

REFERENCES

- ABERNATHY, R. and WALTZ, M., "Toward a Discipline, First Steps First" *Quest II*, 1964.
- BRAMELD, T., *Cultural Foundations of Education*, Harper & Row, Brothers, New York, 1957.
- BUCHER, C. A. and KOENIG, C. R., *Methods and Materials for Secondary school Physical Education*. The C. V. Mosby Company, Saint Louis, 1974.
- CLARK, D.E., *Physical Education—A Programme of Activities*, The C. V. Mosby Company, Saint Louis, 1969.
- Crow, L. D. and CROW, A., *Introduction to Education, Fundamental Principle and Modern Practices*, American Book Company, New York, 1950.
- HARRY, C. MCKNOWN, *Extra-Curricular Activities*, The Macmillan Company, Newyork, 1937.

- MORRISON, R., *A Movement Approach to Educational Gymnastics*, Dent, London, 1969.
- RIESMAN, DAVID, *et al.*, Changes in the role of the Teacher. *The Lonely Crowd*, Abridged Edition, New Haven, Connecticut, Yale University.
- SPRINTHALL, R. C. and SPRINTHALL, N. A., *Educational Psychology Selected Readings*, Reinhold Company, New York, 1969.

Chapter 11

**HEALTH AND RECREATION THROUGH
PHYSICAL EDUCATION**

***Health Imperatives.**

***The Curriculum on Health Education.**

***Recreation Education.**

Health is a universal phenomenon that touches in some way every activity of our lives. The energy we express in learning, working and every phase of living is a reflection of our vitality levels: the things we accomplish in our lifetime are all in direct proportion to the number of years we live.

BYRD, O. E.

HEALTH AND RECREATION THROUGH PHYSICAL EDUCATION

The unity of a mind and body is a recognised and accepted fact and the totality of life is one thing which psychologists emphasise. Hence it is impossible to view the child on any one level emotionally, neuromuscularly or organically into bits of life, but it is a total concept; it cannot be studied in isolation or in divisions, but for the sake of convenience we usually study life under different aspects and try to integrate the pieces together to get the whole picture.

Health is nothing but the building of power of one level, that is, the organic level, and is the most important aspect of life. In the physiological sense 'health' is the ability of a body to sustain adaptive effort and is used to imply body-power, vitality, ability to resist fatigue, and fitness and mainly indicates total integration of body system. Health is sometimes considered as the total outcome of the organic, neuromuscular interpretive and emotional development but Nash¹ confines himself to the organic level only. The WHO defines health as "a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity".

There is a growing awareness and demand that boys and girls, during their high school years be given opportunities to acquire useful and positive information about health. If the health teaching programme is successful in the schools, students develop good health habits. Lacking scientific information, any adolescent with an inadequate background of experience is unable to safely adjust his habits in life situations unless and until he knows how the various parts and organs of the body operate. But the usual high school course in biology or general science or even physiology does not fill the needs of the practical situations because the emphasis is more on academic learning only and not upon living or doing. A programme of health training instruction should be intimately connected with other school activities which have health content and health relations because activities in sport and games are the means of achieving health training.

¹ Nash, J B, *Interpretations of Physical Education* (Physiological Health) A.S. Barnes and Company Inc, 1933, pp. 3-7.

William and Wetherill² describe various aspects of health through the curves of health and disease and according to them the items of the health curve may be listed as follows:

1. Ability to engage in mental and physical activity.
2. Ability to recover efficiently from the effects of activity.
3. Ability to resist fatigue in extraordinary situations.
4. Ability to exert strength in certain muscle groups.
5. Ability to make skilful movements.
6. Ability to resist microbic invaders.
7. Ability to manifest interest in and enthusiasm for life.
8. Ability to act with others in harmonious groups.
9. Ability to experience, express and control emotions.
10. Ability in the adult to mate and to live responsibly in the house.

Health Imperatives

William and Wetherill³ mention imperatives that are to be considered in health because they deal directly with the problems of living and relevant to the kinds of men and women a nation needs.

Sense of Belonging

It means the sense of belonging which depends largely upon the kind of culture in which one lives, the values which one can be loyal and the persistent persuasions of experience that captivate the spirit of individual men and women.

Relate the Self to Significant Causes

This never means such distortion of interest the only intellectual, or aesthetic or social or physical ends are sought. The whole person balanced in his activities as well rounded in his personality is the only sound basis for individual development as well as for the causes that needs the devotions of mankind. Significant causes of a first level are the simple everyday needs of the people in their own sphere of action.

Take Charge of One's Life

This means that the effects of particular behaviours will be apprehended. There can be little direction of life if discernment of outcome is lacking. The emotion of anger and hatred may be as injurious to the normal functioning of the vital organ as the

2. Williams, J.F. and Wetherill, G.G., *Personal and Community Hygiene*, W B Saunders Company, Philadelphia, 1950, p. 7.
 3. *ibid*, pp. 8-13.

presence of bacteria or the persistence of poisons or the consumption of unwholesome food.

Education and Health

The environment in which the child lives encompasses all the influences other than hereditary that effect the child and change his personality. Education, which does not end merely with the learning of subject matter in terms of information and formulas but becomes concerned with attitudes, interests and habits of children definitely touches the health problems.

According to Williams and Brownwell⁴ the scope of health education consists of three aspects viz., (a) Healthful School Living (b) Health Instruction (c) Health services. These three aspects have the general purpose of educating the child about health and hygiene.

(a) *Healthful school living* deals with hygienic and sanitary aspects of school environment and organization, besides positive pupil-teacher relationship which are basic to a sound psychological and social health of the children. Health of pupils reflects itself in aspects like work habits, cleanliness, emotional control, social relationship and clarity of thinking. Healthful school atmosphere can be created by improving the school physical environment which includes lighting, ventilation, safety, seating arrangements, cleanliness, water supply, and so on; organizational elements like school schedules of rest and work, time-table, class size, examination schemes etc; pupil-teacher relationship shapes the discipline in the school and establishes the give and take process in every aspect of education, right from basic health to basic literacy.

(b) *Health instruction* includes three stages viz., acquainting the student with scientific facts and information conducive to healthy living, integration of this knowledge with actual life and guiding the children to transfer this living in the school, the home and community. The success of health instruction depends to a large extent on the materials, means and personnel which help them to acquire health habits, skills and attitudes.

(c) *Health services* have three functions, that is, appraisal, remedial and protective; the appraisal functions include medical examinations for disease and defect, the protective functions include measures like first aid, vaccination, inoculations etc. The remedial functions include not only correction services but also follow-up services. All these experiences which the child is exposed to are educative in the sense that they help the child to live a healthy life.

The Physical Educator as Health Teacher⁵

At present the physical educator is not adequately trained to teach health. He may have something of a science background and may even possess knowledge and literature that would appeal to a child, but unfortunately lacks preparation in health education. Without additional preparation in health education, the physical educator should not be given the major responsibility of teaching health. Hence the professional course on physical education should necessarily include relevant information on health and hygiene.

Then what are the advantages and assets that a physical educator has got? His major asset is his ability to arouse the interest of children in outdoor activities, in athletic training and conditioning because these are opportunities for him to establish direct contact with the students. Besides, usually the physical educator himself is a fine example of personality, vitality and energy that school children may observe, admire, and imitate and get inspiration from.

Health instruction has two purposes which the physical educator should keep in mind—to present scientific materials and information needed for living a wholesome life, and to stimulate children to practice whatever they learn about health. From this perspective the health educator should understand that any health knowledge is useless if it is not practised and the personal effect of every child is the major force to be captured and utilised for self-improvement. The most important aspect is that achievement in health is to be evaluated in terms of its contribution for better life; and appropriate remedial and protective measures are to be taken at the appropriate time.

But the observation shows that most of the physical education teachers have other heavy programmes that take up most of their time, and hence they can do very little about health education. The physical educator is usually equated with sports and games rather than with health. But the physical education teacher can work in coordination with others, like, the science teacher or the school doctor, and the management can appoint a school nurse specially meant for taking care of sick children.

The field of health education is closely related to current developments and changes in other areas right from social and economic changes to changes in science, technology and hence the physical education teacher should know the various aspects of health—physiological, medical, environmental, emotional and social; and he should try to adopt the material drawn from many disciplines that relate to health. He should own special abilities and interests to organise the material to suit the abilities, needs and interests of

5. Williams, J.F. and Brownell, *The Administration of Health Education and Physical Education*, W.B. Saunders Company, Philadelphia, 1956, p. 190.

presence of bacteria or the persistence of poisons or the consumption of unwholesome food.

Education and Health

The environment in which the child lives encompasses all the influences other than hereditary that effect the child and change his personality. Education, which does not end merely with the learning of subject matter in terms of information and formulas but becomes concerned with attitudes, interests and habits of children definitely touches the health problems.

According to Williams and Brownwell⁴ the scope of health education consists of three aspects viz., (a) Healthful School Living (b) Health Instruction (c) Health services. These three aspects have the general purpose of educating the child about health and hygiene.

(a) *Healthful school living* deals with hygienic and sanitary aspects of school environment and organization, besides positive pupil-teacher relationship which are basic to a sound psychological and social health of the children. Health of pupils reflects itself in aspects like work habits, cleanliness, emotional control, social relationship and clarity of thinking. Healthful school atmosphere can be created by improving the school physical environment which includes lighting, ventilation, safety, seating arrangements, cleanliness, water supply, and so on; organizational elements like school schedules of rest and work, time-table, class size, examination schemes etc; pupil-teacher relationship shapes the discipline in the school and establishes the give and take process in every aspect of education, right from basic health to basic literacy.

(b) *Health instruction* includes three stages viz., acquainting the student with scientific facts and information conducive to healthy living, integration of this knowledge with actual life and guiding the children to transfer this living in the school, the home and community. The success of health instruction depends to a large extent on the materials, means and personnel which help them to acquire health habits, skills and attitudes.

(c) *Health services* have three functions, that is, appraisal, remedial and protective; the appraisal functions include medical examinations for disease and defect, the protective functions include measures like first aid, vaccination, inoculations etc. The remedial functions include not only correction services but also follow-up services. All these experiences which the child is exposed to are educative in the sense that they help the child to live a healthy life.

4. Williams, J.F. and Brownwell, C.L., *The Administration of Health Education and Physical Education*, W.B. Saunders Company, Philadelphia, 1956, p. 16.

The Physical Educator as Health Teacher⁵

At present the physical educator is not adequately trained to teach health. He may have something of a science background and may even possess knowledge and literature that would appeal to a child, but unfortunately lacks preparation in health education. Without additional preparation in health education, the physical educator should not be given the major responsibility of teaching health. Hence the professional course on physical education should necessarily include relevant information on health and hygiene.

Then what are the advantages and assets that a physical educator has got? His major asset is his ability to arouse the interest of children in outdoor activities, in athletic training and conditioning because these are opportunities for him to establish direct contact with the students. Besides, usually the physical educator himself is a fine example of personality, vitality and energy that school children may observe, admire, and imitate and get inspiration from.

Health instruction has two purposes which the physical educator should keep in mind—to present scientific materials and information needed for living a wholesome life, and to stimulate children to practice whatever they learn about health. From this perspective the health educator should understand that any health knowledge is useless if it is not practised and the personal effect of every child is the major force to be captured and utilised for self-improvement. The most important aspect is that achievement in health is to be evaluated in terms of its contribution for better life; and appropriate remedial and protective measures are to be taken at the appropriate time.

But the observation shows that most of the physical education teachers have other heavy programmes that take up most of their time, and hence they can do very little about health education. The physical educator is usually equated with sports and games rather than with health. But the physical education teacher can work in coordination with others, like, the science teacher or the school doctor, and the management can appoint a school nurse specially meant for taking care of sick children.

The field of health education is closely related to current developments and changes in other areas right from social and economic changes to changes in science, technology and hence the physical education teacher should know the various aspects of health—physiological, medical, environmental, emotional and social; and he should try to adopt the material drawn from many disciplines that relate to health. He should own special abilities and interests to organise the material to suit the abilities, needs and interests of

5. Williams, J.F. and Brownwell, *The Administration of Health Education and Physical Education*, W.B. Saunders Company, Philadelphia, 1956, p. 190.

his students. This is possible if the physical educator follows a thematic approach with a practical orientation. The most important thing is that the physical educator should develop a unified perspective with regard to the student irrespective of the breakdown of topics or their order of presentation. This helps to develop a comprehensive, qualitative and dynamic approach and their inter-relationships and integration.

Laplace describes health from the following points of view⁴:

- (a) Health as comprehensive.
- (b) Health as qualitative
- (c) Health as dynamic process
- (d) Health as decision making.
- (e) Health as education.
- (f) Health as a habit.

The physical education teacher has more intimate and frequent contact with the child than any other person except the parents and hence has more opportunities to observe the child in his activities and note departures from the normal conditions of health. He decides who is in need of special attention on the basis of his observations of the following aspects:

- (a) by identifying the children who depart from their own normal physical condition from time to time,
- (b) by identifying the children who depart from others of the same group in some way or the other.

Physical Education Activities and their Health Values⁵:

Physical education though a broad area of various types of activities, has the following objectives:

<i>Activities</i>	<i>Functions</i>
1. Play and game activities	facilitate movements
2. Dancing activities	
3. Recreational activities	— Relaxation
4. Self-test activities	— Self-appraisal and evaluation.
5. Individual activities	— Correction and improvement.

In general, the department of health education is interested in the sanitary aspects of school life, attitudes and belief of teachers towards health and health needs and the health materials, curriculum

6 Laplace, J., *Health*, Appleton-Century-Crofts, Educational Division Meredith Corporation, New York, 1972, pp. 1-7.

7. Williams, J.F. and Brownwell, C.L., *The Administration of Health and Physical Education*, W.B. Saunders Company, Philadelphia, 1956, pp. 30-31.

and instruction presented to the school students, and the control of communicable diseases. The physical education teacher and the members of health education should appreciate the fact that without health there cannot be movement, relaxation, self-appraisal and evaluation including measurement, correction and improvement.

**ACCORDING TO BUCHER AND KOENIG,
COORDINATION IN THE FIELDS OF
HEALTH AND PHYSICAL EDUCATION
RESULTS IN**

- *better total education—using coordinated means to reach the goals;**
- *better programme planning—avoiding duplication and providing more available hands to operate a complete programme ;**
- *minimizing of clerical work in handling special problems, which is more economical and provides readily available records and**
- *more prompt and complete follow-up of remedial defects, through sound and convenient use of physical education and health personnel.**

BUCHER, C.A. and KOENIG, C.R

From Methods and Materials for Secondary School Physical Education, The C. V. Mosby Co., Saint Louis, 1974, p.35.

The success of any health education programme depends on the following factors:

1. The importance of an educational aim of health education because such an aim directs the health education teacher and points to the way of his approach.
2. Objectives—the specific and precise means used to realise the aim. In other words health objectives are the steps in relation to the aim.
3. The extent to which the individual health needs, interests, health problems and experiences of students are studied and understood.
4. Availability and use of facilities like teaching personnel, and their training, aids and equipment, and fields of study related to health.

5. Relative worth of different health activities. That is the teacher should try to understand the question: "What kind of health knowledge is of utmost worth and valuable for children?"

PASTEUR'S CONTRIBUTIONS TO THE HEALTH AND WELFARE OF CHILDREN WERE TWO-FOLD

- *the discovery of microbes which cause infectious diseases and
- *the development of the science of immunology of which he was really the founder.

Much of the immunization practice of today had its beginnings in Pasteur's experiments with prevention of rabies.

CHENOWETH, L.B. and SELKIRK, J.K.

From School Health Problems, Appleton-Century-Crafts, Inc. p.5.

The Curriculum on Health Education

In general any curriculum on health education deals with the following aspects.

- (a) Posture, fatigue, rest and relaxation.
- (b) Food and nutrition.
- (c) Air, respiration and health.
- (d) The heart and its work.
- (e) The glands and what they mean.
- (f) Care of the skin and excretory system.
- (g) Nerves and emotions.
- (h) Care of the mouth and throat, nose, eyes and ear.
- (i) The sexual aspects of life.

It is important that the curriculum is planned according to the age groups and grades of the students, the type of activities they require and the type of environment in which they live. It is also necessary that the health education syllabus does not end with theoretical content but extends to the level of practice through the "child-experience approach" and the "social values approach". As both physical education and health education are practical subjects the curriculum should discourage anything that does not find a place in the day-to-day health basis of children. Otherwise there is a danger of health education becoming an "ornamental mental subject" of school curriculum and losing its real worth. The health education curriculum should specially mention the activities

and their relationship to the specific objectives and specific content so that omissions and overlapping can be prevented.

Recreation Education

The word recreation is very common in its usage and has specified and definite meaning and functions for a physical educator. In the common usage recreation has been defined in various ways as a type of experience, as a type of activity, as an attitude, as a means of self-expression of our inner nature, as an important phase of the educational process, as an emotional expression, as a creative engagement or past-time and so on. According to John H. Finley, "the word 'recreation' is broad enough to include 'play' in its very expression and also many activities that are usually not thought of as play the music, the drama, the crafts, every free activity and especially creative activity for the enrichment of life."⁸

According to Butler "Recreation is any form of experience or activity in which an individual engages from choice because of the personal enjoyment and satisfaction which it bring directly him."⁹

Defining recreation and differentiating it from other fields like education is difficult because both recreation and education programme include many common activities such as arts, crafts, music, sports, drama, picnics, dance, etc. In general both education and recreation are characterized by a spirit that results in emotions which find expression in the form of some creative activities for constructive purposes. In this sense recreation itself is a kind of education and one of the major purposes of education is recreation.

Recreation is a fundamental human need and an outlet for self-expression and personal development. As John Dewey has pointed out, the two dominant impulses of mankind are towards activity and towards some kind of collective association. Both these impulses find expression in the form of recreation. The individual who has a rich recreation life is more likely to be a happy, healthy, well-balanced, law-abiding citizen than the person who is deprived of such recreation opportunities. But as Butler warns, "recreation is not primarily a means for attaining some objective such as health, good conduct, or morale, much as it may contribute to these ends."¹⁰

Recreation and Health

Certain forms of recreation improve the physiological mechanisms like blood circulation, respiration, digestion and elimination

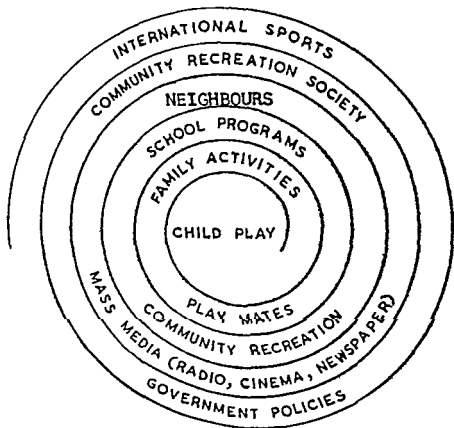
8. Finley, J.H., "What will we do with our time"? *Recreation*, Vol. 27 No. 8, Nov, 1933, p. 367.

9. Butler, G.D., *Introduction to Community Recreation*, fourth edition, 1967, McGraw-Hill Book Company, New York, p. 11.

10 *Ibid.*, p. 23.

of waste ; some other forms help in effective stimulation of the nerve centres and still other forms of recreation provide emotional stability because they offer creative activity, physical and mental rest and relaxation. But as Richard Cabot warns "when we give play, recreation, and the other popular arts their proper place beside the fine arts, we shall avoid, then, the popular error which degrades play to a medical instrument. Recreation is also used increasingly¹¹ in the mental rehabilitation of the individual.

Butler discusses at length recreation's contribution to other community forces under which he discusses recreation and health, recreation and character development, recreation and crime prevention, recreation and community solidarity, recreation and morale, recreation and safety, recreation and democracy, recreation and education and recreation and economy.



The Spiral of Growth and Agencies in Physical Activities

11. *ibid*, Richard Cabot, p. 24.

The introduction of Music, Arts, Drama, Sports, Dance, Drawing, Crafts, etc., into the school curriculum is a significant step in the recreation movement. This is because, in many respects the objectives, methods and programmes of education and recreation are similar but they are not completely identical. Participants in 1962 conference on Twentieth Century Recreation confirmed this principle and added : "while complementary and supplementary, each has its own common and distinctive features."¹²

Below is given a short comparison of education and recreation in aspects like their approach, their specific objectives, and their components.

1. Both education and recreation aim at the fullest development of the individual but recreation affords immediate satisfactions like rest, relaxation and change of work whereas education aims at a more distant goal like learning a language or a specific subject.
2. In education the element of compulsion is present rather than voluntary involvement whereas compulsion is absent in recreational activities.
3. In education even activities like sports, music, dance, drama, fine arts etc., represent areas in which psychomotor skills like coordination and movement, or mental skills like understanding or even atleast appreciation are to be acquired where as even the same programmes of dance and drama when presented as recreation programmes are meant for using and enjoying the above said skills and interests.

The above said analysis does not mean that recreation has no educational value. In fact educational growth is a major part of every successful recreation experience and the training for the worthy use of leisure time is one of the objectives of education. According to John Hutchinson "The early and continuous development of leisure attitudes, habits, skills, and knowledges leads toward developing an educated judgement about recreation."¹³ Even educators have realised that a recreational setting affords a better medium for carrying on the learning process and for achieving educational goals.

The inter-relationship of recreation and education was indicated by Arthur S. Flemming in an address to the 1959 National Recreation Congress, while he was Secretary of the US Department of Health, Education and Welfare :

12. *Twentieth Century Recreation*, American Association for Health, Physical Education, and Recreation, Washington, D.C. 1962.
13. Hutchinson, J. "Recreation in the Educational Process, *Annals of the American Academy of Political and Social Science*, Vol. 313, Sep. 1957, p. 53.

"Periods of recreation can be utilized in such a manner as to help our nation achieve its educational objectives. In a very real sense, a sound program in the field of recreation is also a sound educational program, and likewise, a sound educational program must include a sound program of recreation. Recreation programs, for example, provide opportunities for developing a deeper understanding of the humanities."¹⁴

Recreation is an attitude of mind. In practice, it becomes an outlet to creativity, both physical and spiritual, particularly as work becomes more mechanized and routinized and ceases to be an outlet for original thinking and acting.

To paraphrase Jay B. Nash¹⁵ the happy child is a busy child—busy but not cramped, able to paint, sing a song, study the stars, see a great play and dream of sage brush and snow-capped peaks—active, but with sufficient glide for recuperation.

A good elementary programme should provide an opportunity for the searching and feeling neophyte to try many activities: wide experiences during the formative years set the stage for richer understandings and practices in later life. Research indicates that game, sport, and hobby skills developed before the age of twelve tend to carry over to adult life.

Stimulating after-school programmes can be fashioned for almost any elementary school. The offerings should be broad and varied. Whether they are essentially cultural, social, artistic, or physical they must be diversified enough to tickle the interests of a large number of children. The thrill of mastering a craft's project or developing a photograph in the darkroom may be far more stimulating to the inventive and imaginative boy than music or a game of ball.

Recreation Leadership

The very concept of recreation leadership has undergone a significant change from the original objective of providing interesting activities for young children to that of organisational, administrative and coordination functions. In achieving these objectives, recreation leaders perform a variety of functions as given by George D. Butler.

1. Guide and encourage individuals to acquire new interest and to gain greater satisfaction from participation in familiar activities.

14. Flemming, S., "Recreation to Keep America Strong" *Recreation*, Vol. 52, No. 9, November, 1959 p. 370.

15. Nash, J.B. in Will Goose, Carl, E., "Recreation-obligation of the schools", in *Administrative Dimensions of Health and Physical Education Programs including Athletics*, Bucher, Charles A, The C.V. Saint Louis 1971, pp. 325-326.

2. Help to organize recreation groups and to assure successful group operation.
3. Attempt to expand and equalize recreation opportunities.
4. Teach people to acquire new or more advanced skills.
5. Provide and maintain places in which individuals and groups may engage in activities.
6. Assure safe and healthy conditions and practices.
7. Furnish equipment and supplies essential for the enjoyment of many types of recreation.¹⁶

Thus it is recognised among the recreational leaders that they have to guide and serve the leisure time interests of all the pupils and should not deplete them. They have to take the trouble of expanding, enlarging and intensifying the leisure time interests and hobbies of the pupil so that they will be more satisfying and purposeful. And finally they should provide a variety of opportunities for self-expression and involvement so that the child is free from the monotony of boring leisure time and engages himself in joyous living.

In the past, the importance of teaching skills and providing a variety of play opportunities for Health and Recreation were overlooked by teachers and the administrators. It is now recognised that acquisition of skill is the fundamental prerequisite to successful participation and involvement. In many forms of recreation and health programmes it is true that a child can learn himself and acquire any skill by resorting to the trial and error method but such an approach is time consuming, costly and tiresome. The disadvantage of trial and error method is that a child may leave the activity incomplete if he is fed up with it in the course of his trials. Hence the teacher can reduce the cost, time and waste of energy by giving appropriate training and guidance to his students. The teacher's role is very significant and he should keep in mind the following point in his health and recreational programmes.

- (a) He should arouse in children a desire for self actualization and self-improvement.
- (b) He should encourage students who do not perform well and prepare them for a variety of recreation experience which is within their reach and abilities.
- (c) He should arouse creativity in children by inspiring them to learn better and new ways of playing old games and routine health activities.

16. Butler, G.D., *Introduction to Community Recreation*, McGraw-Hill Book Co., New York, 1967 pp. 106-107.

- (d) He should organise a variety of programmes for health and recreation so that the personality of the child takes its fullest development.
- (e) He should free the child from compulsion and create in the child a strong self-motivation.
- (f) He should follow the methods of suggestion and imitation in helping the students to involve themselves in recreation and health programmes.

Recreational programmes become attractive and interesting because of the following components or factors :

- (1) *Colour* : Recreational activities like drawing, dancing, fine arts, etc. create a colourful environment for the child and stimulate his imagination and creativity.
- (2) *Rhyme and Rhythm* : Recreational activities like music, dance, and paintings have an intrinsic rhyme and rhythm which give them order and make pleasant and appealing leisure.
- (3) *Variety* : Many of the Recreational activities entertain more than one sense organ by their varieties of expressions, for example, the colourful costumes of dance programme matched with songs become the most fascinating experience.
- (4) *Movement* : One of the major sources of attraction of recreational programme is movement which makes the programme more dynamic and lively and keeps the students also dynamic.
- (5) *Freedom* : The most important factor from the students point of view is the freedom of expression which is absent in rigid curricular activities.

Recreation does not mean passive audienceship. In fact, any dynamic recreation programme should ensure active participation from the student and help to expend his energies in a constructive and creative way. According to psychology of surplus energy theory, the student should find out some channel to use his stored-up energies which if not properly used may result in harmful activities.

The present situation in Indian schools is pitiable. Both *health* and *recreation* though not completely ignored are given lip sympathy and not taken up seriously. In the anxiety of making the student a store-house of information we make him a sick and monotonous individual, not healthy, and not creative to the maximum possible level of development. All knowledge goes waste in a child who is not healthy enough to express it or creative enough to use it. It is true that education, health, and recreation are the important aspects of schooling which are interdependent on each other and cannot exist in isolation. The teacher's function is to devote his entire time to develop well-informed, healthy and creative students

full of energy and enthusiasm to take up any activity and come out successfully. And physical education as a full-fledged academic discipline has got the potentialities to provide opportunities of education, health and recreation to the students.

Resume

A major part of the school day for any physical education teacher or his students is spent teaching or learning that part of the programme that is taught in the field. A physical educator's professional preparation influences the students' success in the playground, in the school, and in life. The professional growth of physical education teachers and the extent to which they achieve professionalisation depend not only on the professional curriculum that they follow in the training institutes but also on other factors like their attitudes, interests, commitment etc. These factors have intrinsic value and cannot be imposed by an outside agency like the professional training college though such institutes still work as a catalyst to inculcate positive interests, attitudes and commitment. In this chapter many aspects related to professional preparation starting right from the characteristics of profession to professional curriculum and its principles, incentives for professional development, objectives of professional preparation etc., are discussed. Any view of the professional preparation presents aspects other than knowledge and skills, professional status and professional ethics. The physical education teacher should internalise the various aspects related to knowledge, skills, and attitude in the physical, psychological, and sociological background that he is exposed to during his professional preparation. The real focus of this chapter is the speed and scope of professionalism in physical education through the professional curricular and co-curricular preparation.

REFERENCES

- BUCHER, C. A., *Administrative Dimensions of Health and Physical Education Programmes including Athletics*, the C. V. Mosby Company, Saint Louis, 1971.
- BUTLER, G. D., *Introduction to Community Recreation*, McGraw-Hill Book Company, New York, 1967.
- CHENOWETH, L. B. and SELKIRK, T. K., *School Health Problems*, Appleton Century-Crofts, Inc. USA, 1953.
- LAPLACE, J., *Health*, Appleton-Century-Crofts, Educational Division, Meredith Corporation, New York, 1972.
- LOWMAN, C. E. et al., *Corrective Physical Education for Groups*, A. S. Barnes and Company, New York, 1932,

- NASH, J. B., *Interpretations of Physical Education*, (Physiological Health) Vol IV, A. S. Barnes and Company Inc, New York, 1933.
- RATHBONE, J. L. *et al.*, *Foundations of Health*, Houghton Mifflin Company, Boston, 1936.
- WILLIAMS, J. F. and WETHERILL, G. G., *Personal and Community Hygiene*, W. B. Saunders Company, Philadelphia, 1950.
- WILLIAMS, J. F. and BROWNELL, C. L. : *The Administration of Health and Physical Education*, W. B. Saunders Company, Philadelphia, 1956.

CHAPTER-12

PHYSICAL EDUCATION AS A PROFESSION

- *Characteristics of Professions.
- *Objectives of Professional Preparation.
- *Curriculum for Professional Preparation.

WHAT MAKES A GOOD COACH

Charles Bucher tries to answer this question on the basis of his personal observation and review of literature and finds agreement on four essential qualities

- (a) expert knowledge of the game.
- (b) understanding of the participant ... physically, mentally, socially, and emotionally.
- (c) skill in the art of teaching (knowing how to get across the fundamentals and skills of the game), and
- (d) desirable personality and character traits.

BUCHER, C A

From "Professional Preparation of the athletic coach" in Bucher, S.A (Ed) *Dimensions of Physical Education*. The C.V. Mosby Company, Saint Louis, 1974.

12

PHYSICAL EDUCATION AS A PROFESSION

This chapter explores the field of physical education as a profession at par with other special branches in the field of education. For this, we have to prepare a set of criteria against which we evaluate physical education as a profession. Also we have to examine systematically the professional requirements for entering physical education with respect to teacher education and certification and training. Finally an examination of the role of professional organizations and associations and the extent of professional autonomy enjoyed by the physical educator. The problems of recruiting physical directors to meet specific physical and health demands of the student population and the extent of knowledge expected of a physical educator forms the core of this chapter.

Let us start with the inspiration that we get from Erasmus (1466-1536) who said,

"I admit that your vocation is laborious, but I utterly deny that it is tragic or deplorable, as you call it. To be a school master is next to being a King. In the opinion of fools it is a humble task, but in fact it is the noblest of occupations".

Characteristics of Professions

All definitions of a profession include the following criteria as stated by Westby-Gibson¹ (1) the performance of a service to the public (2) the possession of a unique body of scientific knowledge and technical skill (3) the requirement of a highly specialized and usually formal preparation (4) the regulation of standards for the admission to practice by members of the profession (5) the organization of practitioners into comprehensive professional groups that maintain high standards of conduct and ethics. It is within this framework then that we analyze education as a profession.

Abraham Flexner submitted the following criteria for a profession "(it) should be learned in character, practical and definite

1. Dorothy Westby-Gibson, *Social Perspectives on Education, the Society, the Student, the School*, John Wiley & Sons, Inc, New York, 1956.

in purpose, possessed of a technique capable of being transmitted through an orderly and highly specialized educational discipline, and organised into a brotherhood with increasing elements of altruistic motivation."² This criteria includes both the characteristics and the process of instruction in any profession and the requirements of a good professional.

Below is given a short account of some points related to the criteria mentioned by Dorothy Westby-Gibson and its relevance to the field of physical education.

The Performance of Public Service and Professional Status

Although our society has granted the need for physical growth and development, it has been reluctant to grant professional status to physical educators. Thus the society's indifference and ambivalence towards physical education has become a barrier for its development. It was a common practice especially during war periods when even the unqualified people were assigned physical education jobs with the result of which it was considered and described to be a "profession for all"; besides physical education has been considered as a part-time or temporary or even stop-gap job by both individuals and the society. As long as these views continue to exist it is very difficult for physical educators, to be accepted as professionals of significance by the school or the society.

TO BE EFFECTIVE, PHYSICAL EDUCATORS MUST HAVE

- * An appreciative attitude.
- * Willingness to be flexible.
- * Willingness to experiment.
- * Ability to perceive student's point of view.
- * Knowledge of activity.
- * Skill in asking sport questions.
- * Informal style of coaching,
- * Ability to personalize instructions.
- * Provision of definite activity help.
- * Provision of good evaluation procedures.

2. Flexner, Abraham (1915): "Is Social Work a Profession?" Proceedings, Chicago National Conference of Charities and Corrections quoted by Louis Golaste (1962) in *Professions and Professional Association*, NASW New 7:9-12 401.

Knowledge and Skills

Any profession is based on certain basic disciplines and a relationship exists between those disciplines and the professional skills. Take for example, the science of Medicine; it is based on the foundation provided by subjects like, anatomy, physiology, histology, pathology, embryology, bacteriology, chemistry, pharmacology and so on. Similarly, the field of Law derives its resources from subjects like philosophy, psychology, economics, sociology, government, politics, civics, business and so on. In these professions the relationship between the basic disciplines and their professional skills are mostly unquestioned and accepted, but in the field of physical education the problem of relevance, relationship and recognition arises. Physical education is based on foundations provided by philosophy, psychology, sociology, biology, economics, statistics, health, recreation, and aesthetics but the relationships between these basic fields and the practice of physical education have been quite often questioned. The major problem is that the nature and scope of physical education and its theories are not sufficiently elaborated and properly understood. Some believe that physical education lacks any theoretical basis and so any person who knows a few sports and games can work as a physical educator. Others accept that all the foundation courses are fundamental to physical education but would doubt whether any concrete discipline of physical education can emerge. Similarly some view physical education as an art and not a technical skill. The lack of agreement as to the knowledge and skills requisite to physical education, the nature of physical education and its role have resulted in the difficulties related to the components of the profession and its body of knowledge and skills.

Professional Growth of Physical Education Teachers

The progress of the profession of physical education depends invariably upon the continuous growth of its members. The concept of professional growth has assumed greater significance now because the rate at which knowledge in any field is developing is so fast that professionals in various related fields have to strive hard to remain up-to-date and acquire the latest knowhow for their jobs. Unless physical education teachers are well informed and sufficiently skilled in their duties they can hardly be useful to the society. The members of this profession should also be conscious of their moral commitment and social obligations to their colleagues, counterparts in other professions and the student community in general. When the profession of physical education is properly organised and the faculty members are fully conscious of group discipline and personal dedication, they develop a respect for their profession as well as for other professions and adopt fair ways and means in their services.

Any fully developed profession can be tested on the following

important criteria, which enables us to see how far physical education is a profession.

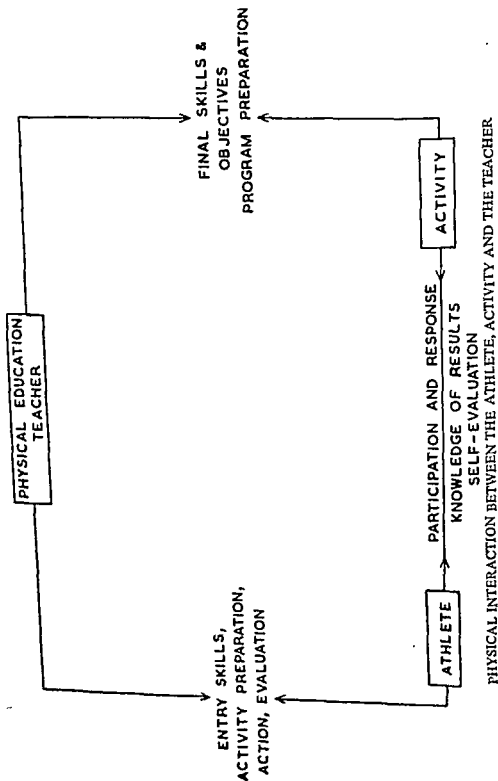
1. *Pace with times* : Are the members of physical education up-to-date in their acquisition of knowledge and skills ?
2. *Efficiency* : Are the members of physical education efficient in their performance and service ?
3. *Relevance* : Are the roles and services rendered by physical educators suitable to the needs and problems of community and its structure ?
4. *Structure* : Are the activities and theories of physical education well organised and disciplined as a profession ?
5. *Approach* : Are they honest, fair and dedicated to their profession ?

Hence physical education first should acquire the above said five essential characteristics so that it can achieve an identity, recognition and professional status ; otherwise there is the danger of its remaining as an appendage of education instead of becoming a component. According to Sharman³ some of the things that a physical education teacher should do to stimulate his professional growth are : (i) read at least one professional book each month, (ii) to be a member of his local, state and national level professional organizations, (iii) read regularly the magazines and other publications of his professional organization, (iv) attend regularly professional meetings, conferences, and conventions, (v) render service to his professional groups by serving on committees and writing for publication, (vi) to carry on research studies which might contribute to the store of organized, authentic data underlying physical education theory and practice and (vii) continue his professional preparation through extension courses, correspondence work, attendance at Summer school etc.

In the assessment of any profession and in this case while reviewing the situation of physical education, we have to keep in mind the following aspects related to appointments, training, incentives, evaluation, organisation, interaction with community etc.

Physical education teachers are usually appointed on the basis of an academic degree with a professional degree—B.A., B.P.Ed. at school level and B.A., M.P.Ed., at college level, and a doctorate at the university level. They attain the permanent tenure after the professional training but many of them remain indecisive and hence are found to be less dedicated to their profession. This dilutes the spirit of dedication in the profession.

3. Sharman, J.R., *Introduction to Physical Education*, A.S. Barner and Company, New York, 1934, p. 304.



Even those who undergo the one-year professional training of D.P.Ed., or B.P.Ed., are found to be not benefited to the maximum extent because the training is mostly routine and not advanced. Thus they lack up-to-date information on the modern theory of physical education, and their job skills are also limited to a few games and sports.

The selection of teachers is mostly an indiscriminate selection without adequate pretesting of their abilities, attitudes, interests and aptitudes. So they receive only general orientation and no specific guidance or insights into the field. The quality of physical education department on the whole has not improved considerably in spite of serious attempts to give it a overhaul.

Professional training for physical educators thus is just a nominal affair as physical development has not been a well-recognised or accepted objective of school education except as a means of recreation. Thus physical education has become a departmental demand rather than a professional realization. It has become an under-developed profession consisting of ill-trained persons and ill-organised activities. Therefore serious attempts are to be made to professionally train and organise them in accordance with the needs and problems of the individual and the society.

Incentives for Professional Development

Physical education as a profession consists of two important aspects viz., the Science of Specialization and the Science of Coaching. The Science of Specialization and Coaching require the following things from the physical educators.

- (a) Adequate understanding of different physical activities and their mechanisms.
- (b) Proper attitude towards the play and players.
- (c) Requisite skills associated with each activity and play.

Besides, the coach should involve himself in integrated programmes so that academic knowledge and activity can be completely coordinated. There has to be regular provision for in-service training, compulsory refresher courses, or seminars, at least once in two years. For this they may be allowed to get leave TA, and DA and promotions can be considered on the basis of active participation in achieving professional development and not merely on the basis of seniority. Their membership in professional organisations and physical education bodies, subscription to journals on physical education, and their ability to organise integrated physical activities should be given due consideration in matters of employment and promotion. In fact, self-motivation for professional development should be encouraged through refresher and in-service training programmes. Such programmes should be organised by schools, colleges and universities, State Ministries and the Union

Ministry in collaboration with professional associations. In India institutions like YMCA, LNCPE, NSNIS, are doing a lot of work in this field. It is unfortunate that in our country the Government as well as the community have ignored teaching profession in general and physical education in particular, with the result that professional associations are kept at a distance and their resolutions, recommendations, suggestions, and requests are given only lip sympathy.

Physical education suffers from the following professional handicaps : (1) We do not have a National Policy of Professional Training and Programmes (2) Sufficient material, moral and legal support is not available to the professional organisations (3) Collaboration between professional organisations and educational institutions are not sufficiently established in matters of training, research and extension.

Professionalism as a Counterpoise to Specialisation

The problems of any professional career, like physical education extend far beyond the coaching in a single university, department or school. This is so because professional skills are not restricted to a single area and time. For example, a physical education instructor may in the course of time become a member of the administrative staff of an organization or industry. In such cases knowledge of group dynamics may not exactly qualify him for the new job but it does definitely help in his administrative job. Even among students it is not very uncommon to come across cases where a subject which was considered to be dry was later taken up with interest. Hence professional training in physical education should incorporate skills not only in games and their machanisms but in health habits, group participation, organisation, administration, research, and so on. Of course, this is possible when the professional training includes aspects of integrating different school subjects, social situations and resources.

Professional integration counters excessive specialization and provides opportunities for useful diversion of the skills and knowledges of the physical educator. It also helps to turn out students who are better able to cope with the physical problems of life. But the fact that professionally trained physical educators are not considered for jobs other than those in educational institutes indicates that physical education has not been given its due weight-age as an additional qualification. Hence physical educators should rise to the occasion and claim their due place by proving the worth of their profession.

Special Talents and Abilities

According to J.B. Nash⁴ the functions of the professionally

4. Nash, J.B., *Interpretation of Physical Education*, Vol. V. *Professional Preparation*, A.S. Barnes and Company, Inc. 1935, pp. 72-75.

trained teacher in the physical education imply certain special talents and abilities :

1. Ability to direct learning in skills.
2. Ability to work with others.
3. Ability to understand the working of the human organism.
4. Ability to systematize procedures.
5. Personality qualifications.
6. Ability to develop a philosophy of life.

Objectives of Professional Preparation

Physical education aims not only to influence the intellectual process of students but also the emotional and the ethical aspects of life and provide the society with professional service. The American Association for Health, Physical Education and Recreation has elaborately discussed the objectives of professional preparation.

1. Professional preparation should assist students to see the relationship between their field of work and the philosophy of a free democratic society.
2. Professional preparation should have as one of its goals the development of broadly educated persons.
3. Professional preparation should be a responsibility of the college or university, not some sub-division of the institution.
4. Professional preparation is a responsibility of the profession, the preparing institution, and also those organizations that employ the trained specialists.
5. In the final analysis, the profession itself has the responsibility for the training of its practitioners.
6. The preparing institutions should be given increased authority in the process of certifying school personnel.
7. Professional-preparing programme should have as one of their goals the maintenance and improvement of professional standards.
8. Professional preparing programmes should assist the teacher to become as effective as possible on the job.
9. Five years of preparation are desirable in the training process.
10. Professional preparation is a continuous process and does not terminate when a student graduates and receives his degree.

11. Professional preparing programmes should be evaluated periodically.
12. Professional preparing programmes must be sensitive to societal changes.
13. Professional preparing programmes should instill in each student a personal philosophy that embraces a dedication to the service of mankind.

Professional status

If physical education teachers wish to remain professionals, they must hold fast to the code of conduct implicit in their professional relationship. According to Musgrave, professional status "implies a contract to serve society over and above any specific duty to client or employer in return for the privileges and protection given by society to the profession."⁵ Besides, the practice of the professions that were recognised as such in the last century is based "on a close personal relationship between the practitioner and his client" (T.H. Marshall,⁶ 1950). The professional situation is characterized by the expert practitioner in consultation with the ignorant client who has absolute trust in the advice tendered to him. Musgrave says, "Dependent upon the essential nature of this relationship there are common to all professions a number of characteristics."⁷ He lists the following seven characteristics and feels that by examining these we shall be able to come to a conclusion about the credentials of teaching as a profession.

1. Knowledge.
2. Control of entry.
3. Code of professional conduct.
4. Freedom to practise the profession.
5. Professional organisations.
6. Conditions of service.
7. Recognition by the public.

One of the recent trends of the educational setting is that we want to give professional status to as many courses as possible. So far, theology, law and medicine are considered as classic professions and new specialisations like Architecture, Social Work, Psychiatry have been added later to this list. Luther Halsey Gulick

5. Musgrave, P.W. *The Sociology of Education*, Methuen & Co. Ltd., London, 1972, p. 158.
6. Marshall, T.H. "The Recent History of Professionalism in Relation to social structure and social policy" in *Citizenship and Social Class*, London 1950 (quoted by Musgrave, 1972, p. 140).
7. Musgrave, P.W., op. cit., pp. 140-150.

wrote an article in 1890 entitled "Physical Education: A new Profession". George L. Meylan in his presidential address in 1911 referred to the 'Physical Education Profession'. James Edward Rogers wrote an article entitled "Physical Education—A Profession." William Gilbert Anderson wrote an article "The Founding of the American Physical Education Profession". Now Charles A. Bucher in his *Dimensions of Physical Education* wrote an inspiring article, "Physical Education—an emerging profession"⁸ in which he dealt at length different questions and aspects like "What is a profession", "Criteria for professional status", "What must physical education do as a full-fledged profession?"

The fundamental question is whether physical education at present is completely equipped to become a full-fledged profession and ready to take the new responsibilities along with the general education? The answer is, in its present form physical education perhaps cannot be called a full-fledged profession but it is an emerging profession. One of the reasons for this, is the type of members involved in this profession itself whom Charles A. Bucher, describes as "Non-involved, non-participating, and most devastating⁹ of all, non-committal" members. This aimlessness and inertia from within will starve the profession to death. We have to take care of this group of members and transfuse into them a healthy professional blood and bring about a kind of metamorphosis in their attitudes, perceptions, philosophy, aims and make them either accept the professional ethics and professional responsibilities or leave the profession. Then only we can help the profession to improve its status and image. Otherwise the *status quo* continues and we remain the back-benchers among the academicians.

According to Charles A. Bucher it makes a great difference whether or not physical education is labelled as a profession. He gives three reasons.

- (a) It means public recognition
- (b) In an occupational sense, the professional is placed above the rank and file of workers who do not possess specialised knowledge and skill.
- (c) It identifies an individual with a group that has such special qualifications as knowledge, skill and intellectual competency, for rendering a particular specialised service.¹⁰

8. Bucher, C.A., *Dimension of Physical Education*, the C.V. Mosby Company, Saint Louis, 1974, pp. 16-23,

9. *ibid*, p. 23.

10. *ibid.*, p. 17.

In view of the above advantages that a profession enjoys, it is quite desirable on our part to strive for the professional status and simultaneously make a better contribution to fulfilling the objectives of general education. As an integral part of the profession of education it is obligatory on our part to be highly involved, actively participating and committed members of the profession, guided by a positive philosophy and consistent ethics so that our cry for the full-fledged status is justified. It is true that any profession should become a source of job satisfaction and inspiration. In the place of the routine physical activities and monotonous games with mechanical rules we should try to incorporate the features of creativity, flexibility and functionality so that physical activity items no more remain just as a recreative sport and become an educative activity. The element of creativity in sport helps both the student and the physical education teacher as it offers opportunities for divergent thinking, decision-making and action taking. Otherwise the student may become a specialist in a particular game but will be ignorant of other games and thus indirectly neglect other organic systems of the body and fail to achieve total development. It is true that even general education has its own traditional dead-weight but this should not discourage physical education from becoming a creative discipline.

Curriculum for Professional Preparation

The curriculum for professional training should prepare the physical education teacher adequately for the professional duties that will be assumed after graduation. The professional curriculum should be in accordance with the aims of the school. In other words both the schools where the physical educator will be working and the professional college where he gets training should have curricular aspects related to each other and supplementing each other's programmes. At present the dialogue between schools and physical education training centre is almost absent and hence a trainee who returns from a professional college of physical education with elaborate information related to various aspects of physical activities, methods of instruction etc. when he finds himself in the corners or fields of the school gets disappointed, perplexed and upset. More often than not he decides to remain only in the background of the school. Now with the attempts of making physical education a discipline and full-fledged profession such a dialogue becomes inevitable for the benefit of the school itself. This dialogue should concentrate on educative aspects like objectives, roles, responsibilities, philosophy, professional ethics, status, methodology of teaching, evaluation, incentives, leadership, attitudes, learning experiences, activities and so on.

The objectives of any institute, whether the school or the professional training college for physical educators will regulate and determine the type of content and subjects to be included in the curriculum. Hence physical educators should first decide what their

training centres exist for and what they aim to do by means of the professional colleges. This will provide insights not only about what is to be taught in the institute but also enable them to defend against criticism the subjects they have included in the curriculum. It was Plato, supreme among the educational idealists, who declared that training "which leads you always to hate what you ought to hate, and love what you ought to love" is rightly called education. Hence the professional curriculum should strive to create appropriate attitudes and modes of behaviour, and inculcate professional identity in the trainee.

Principles Underlying Curriculum Construction¹¹

1. The *forward-looking principle* : What a trainee learns in his professional college must help him to adjust himself to conditions of living in his place of employment, that is, the school and must further give him a foundation of professional knowledge, feeling and will-power which will enable him to change the conditions whenever they need changing. The curriculum should help him to guide his students to learn how to use their leisure time constructively. Hence the professional training course for physical educators must stress on games, art, music, crafts, dramatics, literature and creative work in general which were so far not included in the existing professional courses.

2. The *conservative principle* : Conservatism does not mean merely to carry on what has been done in the past because such an approach will ruin our best efforts to achieve change and modernity. There should be a selective element along with the conservative element. According to this principle we have to include in our professional curriculum what has been useful to those who have gone through the school or professional college in the past. But we should remember that needs of the society changes with time and hence conservative principle cannot be followed blindly because this principle does not give us any guidance as to when these subjects are to be taught nor in what connection.

3. The *creative principle* : The professional curriculum must include activities which will help the trainee to develop as he takes part in them and prepare him to help his students in turn. The curriculum must include subjects which will enable the trainee to exercise his creative and constructive powers and subjects which cater to his active interests and give him opportunities to sublimate the instinctive powers like gregariousness, self-assertion, combat, etc. This will help him to provide the stimulus of timely opportunities to his students. Even this principle emphasises the need for including fine arts, crafts, etc., along with sports items.

4. The *principle of preparation for life* : What a trainee does and learn in his professional course should prepare him for life

11. Ryburn, W.M., *The Principles of Teaching*, Oxford University Press, 1957, pp. 212-224.

not only to take up jobs in schools and colleges but also as a counsellor, social worker, physiotherapist, designer for sports fields, and grounds, school architect, health adviser and so on.

5. The *activity principle* : Growth and learning take place where there is activity. The professional curriculum, therefore, if it is to meet the needs and demands of the various stages of growth, will do so only if it is thought of in terms of activity and experience, peculiar to each stage.

"In the words of John Dewey . . . both practically and philosophically the key to the present education situation lies in a gradual reconstruction of school materials and methods, so as to utilise various forms of occupation typifying social calling and to bring out their intellectual and moral content. In place of a school set apart from life as a place for learning lessons, we have a miniature social group in which study and growth are incidents of present shared experience. Playgrounds, shops, workrooms and laboratories not only direct the natural active tendencies of youth, but they involve intercourse, communication and cooperation."¹²

The professional curriculum for physical educators should prepare them to supply the needs of children whom they have to take care of when they enter the school, in the status of a full-fledged professional with responsibilities equal to other subject teachers. Hence they should be equipped to take care of the physical welfare and all-round growth of the students.

Physical welfare includes such things as training in postures, keeping records of weight, height, and so on, health clubs, Red Cross, societies, periods for rest, attention to fatigue, tidiness and cleanliness of rooms, clothes, personal hygiene etc, teachers must also do their best to adopt preventive and curative measures where they are seen to be necessary, either doing what they can themselves, with the aid of the Red Cross Society and the school dispensary or, if a doctor is available, in consultation with him.

If we propose to make physical education a full-fledged discipline and profession then we should have full-fledged courses like three years B.P.Ed., and two years M.P.Ed., which are at present offered only at few places like Patiala and Gwalior. There must be courses similar to other disciplines with appropriate modifications and practical orientation. Such a course may include the mother-tongue, English, fine arts and crafts, allied sciences and arts, practicals in kinesiology and physiology, physiotherapy, first aid games and sports, exercises etc. Besides, supervision, evaluation, record-keeping etc should also be a part of the professional curriculum.

12. "Education in a changing Commonwealth" (New Education Fellowship) p. 202 quoted by Ryburn, W.M. p. 219.

Resume

It is commonplace to say that we have to live a healthy life and without health we cannot achieve or retain anything that we achieve. Apart from the proverbial statements glorifying health. We all know in real life how health is an asset for our adjustments and problem-solving abilities. Health education is one of the major roots of the Banyan tree which we call education. The common mistake that we probably commit is that even a living phenomenon like health is treated on theoretical lines without getting feedback about inculcating the health habits in the students. Furthermore, it had been customary for a quite long time to regard education and recreation as mutually antagonistic and exclusive factors of schooling.

In this chapter Health and Recreation are treated as the associated factors of Education and discussed from various angles like their relation to education, role of physical education teacher in inculcating health and recreation, curriculum on health education, objectives of health and recreation, recreation leadership and so on. There are occasions when even a programme like recreation becomes a fatiguing experience if it lacks colour, rhyme, movement, variety and freedom. The deciding factor in health or recreation should be the conditions and problems, resources of the individual student who is expected to achieve total development including healthy and happy life. This chapter is meant to pin-point the fact that physical education is a source not only of psychomotor skills but even of health and recreation. Living is an art and physical education help to live a healthy and recreative life.

REFERENCES

- BUCHER, C.A. *Dimensions of Physical Education* The C.V. Mosby Company, Saint Louis, 1974.
- DOROTHY WESTBY-GIBSON : *Social Perspectives on Education: The Society, the student, the school.* John Wiley & Sons Inc, New York, 1934.
- FELSHIN, J., *Perspectives and Principles for Physical Education*, John Wiley and sons, New York, 1967.
- MUSGRAVE, P. W., *The Sociology of Education*, Methuen & Co Ltd, London, 1972.
- NASH, J.B., *Interpretations of Physical Education*, (Professional Preparation) Vol, V, A.S, Barnes and Company Inc., New York, 1935,

SCHEIN, E. H. , *Professional Education, Some New Directions*, McGraw-Hill Book Company, New York, 1972.

SHARMAN, J.R., *Introduction to Physical Education*, A.S. Barnes and Company, New York, 1934.

WILLIAMS, J.F., *The Principles of Physical Education*, W.B. Saunders Company, Philadelphia, 1966.

Part V

**EDUCATIONAL IMPLICATIONS OF
PHYSICAL EDUCATION**

Chapter 13

Implications of Physical Element.

Chapter 14

Implications of Psychological Element.

Chapter 15

Implications of Social Element.



Part V

EDUCATIONAL IMPLICATIONS OF PHYSICAL EDUCATION

Physical education that a student undergoes during his academic career is a complicated process because of three reasons: first, it requires deliberation in thought and practice; secondly, it is directed towards the mainstream of general educational endeavour; thirdly, physical education may reflect an attitude of disciplined application. Throughout this volume an attempt is made to bring home the fact that physical education is an integral part of general education and any education that ignores the physical aspect, to say the least, is useless.

The implications of physical education are quite obvious but a special reference to them clarifies the standpoint. It is desirable to have balance in life, synthesis in learning experience, and purpose in action. Physical education has an important role to play in this endeavour. Then, comes the need for proper explanation about the contribution that the physical element in education can provide for the all-round development of the personality at various stages. Finally, it is also necessary to examine how under the guidance of the physical education we can advantageously effect the physical, mental, social and emotional aspects of the personality and assist the wholesome educative process.

The implications of physical education are of three types viz., educational, psycho-social and bio-philosophical. Hence physical education covers all aspects of growth and development and helps to achieve all-round development and can help in developing many of the qualities of a healthy personality and helps to serve the society. Development as an entity depends on the physical, psychological and social components of movement and activity.

Chapter 13

IMPLICATIONS OF PHYSICAL ELEMENT

***Significance of the Developmental Principles.**

***Growth in Physical Exercise.**

***The Physically Educated Person.**

Movement is used in someway, to some degree, in every task accomplished by human beings. Every individual needs to understand human movement so that any task—light or heavy, fine or gross, fast or slow, of long or short duration, whether it involves everyday living skills, work skills, or recreation skills—can be approached.

BROER, M. B.

IMPLICATIONS OF PHYSICAL ELEMENT

The physical aspects concerned with temperament and physique help in understanding the process of personality development. At different stages of physical development, human activities are expressed in accordance with intrinsic biological laws. The physical educationist should know these laws so that he can channelise their natural course of action and direct them towards the important functional skills and values. The inter-relationship between the physical body and psychological mind reflects itself in the physical activity, through physical, intellectual, emotional and social interactions.

In the process of coaching, the physical educationist should attempt to gauge the individual learning abilities and understand the emotional reaction as both a deterrent and as an aid.

The most important aspect of physical element is health. "Health is a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity" as given by the World Health Organisation. One's personality aspects and powers function and interact in an integrated and coordinated fashion, to bring about health and fitness.

Thompson¹ describes the differences between the healthy man the unhealthy man in the following way:

The healthy man has a wholeness or oneness of physical life while the unhealthy man is always distracted. And though the healthy man may be torn by temptations and puzzled by the unsolved problems of life, he has not often to fight a battle on two fronts, for health implies some degree of unity. The unhealthy man on the other hand, has always to face bodily discord as well as ethical and intellectual difficulties. He is not at peace with his own body".

Physical fitness is the basis from which we learn motor skills and participate in physical activities which are closely related to problems of adjustment and mental health. Physical fitness is an integral part of the total health and hence it is the responsibility of the physical educationist to administer such programmes which bring about organic fitness.

1. Thompson, J A. *Towards Health*, Putnam 1937 pp. 3-4.

The human organism is more than the total sum of the parts. Breckenridge and Vincent, in their discussions on integrated development say:

"The individual consists of many parts which act in an integrated fashion. His intellect is related to his physical well-being, his physical health is sharply affected by his emotions, his emotions are influenced by school success or failure, by his physical health and by his intellectual adequacy. His growth—physical, intellectual and social is a product of his family history, his personal history, his current satisfactions and strains."²

Physical Education and Organic Fitness

One of the fundamental laws in human physiology is that the functional efficiency of an organism increases with use and decreases with disuse. Hence some exercise is necessary to keep the human machine in good working condition. Vigorous physical activity aspects act on the skeletal-muscular system, neuromuscular system, cardio-vascular system, the respiratory system, the digestive system, and the excretory system. An increase in strength, for example can be brought about by progressive resistance in weight training. Similarly running helps to improve the efficiency of cardio-vascular and respiratory systems. A balanced and well constructed physical education programme with various forms and

PRE-REQUISITES TO EFFECTIVE MOTOR LEARNING

- *Muscular strength.
- *Dynamic energy.
- *Ability to change direction.
- *Flexibility
- *Agility
- *Peripheral Vision.
- *Visual acuity.
- *Concentration.
- *An understanding of the mechanics of the activity.
- *An absence of inhibitory factors.

Mc CLOY, CHARLES, H.

From *Research Quarterly*, 17 : 38, 1946 in Bucher, 1972 p. 488

2. Breckenridge, M.E. and Vincent, E.L. (1955) *Child Development*, W.B. Saunders, 4th Edn. p. 20.

exercises and with varying intensity helps developing good state of organic fitness, which is an important objective of the total education itself.

Growth and its Implications

According to Gessell "Growth is an impulsion and is a cycle of morphogenetic events uniquely a character of the living organism."³

Growth is not simply acculturation or learning; nor is it just maturation. It is a product of both working together. McGraw indicated that even movements that arise through maturation can be modified to some extent so that better quality can be achieved in physical activities. Then, the learning environment in which the player finds himself plays a big part in the development of many of the physical skills and activities, for example the effects of guidance or lack of guidance provided by the coach, and the effects of varied play experiences as opposed to limited experiences etc. influence the growth process in the physical education class. Further, the general accumulation of play experience and the familiarity with physical education situation develop a confidence in the player and an attitude of positive participation cooperation conducive to better play.

Significance of the Developmental Principles

The physical education teacher should remember the five principles of development by Gesell⁴ which have psychomorphological importance.

levels; appropriate timing and avoiding forced pace help the parent and teacher to initiate a balanced physical growth.

3. *The Principle of Functional Asymmetry*: This refers to the fact that the child is equipped and can face the world on a frontal plane of symmetry and develops perfectly ambidextrous personality. It also stresses the point that things like unidexterity of hand, for example a preference for the right hand is not because of incapability to work with the left, but the result of directed functionalism like the forces of education and social conventions. Thus the faith in natural pre-direction for stabilised locomotor orientation has been slowly removed from the mental framework of the physical educationist. It is preferable to cultivate skills on both sides i.e., right and left so that the biological advantage of muscular harmony can be achieved. Besides, there is equal facility for developing either side and this can be done where injury has caused damage to the orientated side. In general, since our Indian culture has a predisposition towards right-handed physical operation it is best to orient physical training in that direction.

4. *The Principle of Individuating Maturation*: The child becomes differentiated from his fellows at every maturational stage and its accompanying environmental experience. Out of his general but unique background of experience emerge specialised functions. According to Gessell the environmental factors "support, inflect and specify", but do not alter the basic maturational sequence of child and hence environment becomes a very important factor in the education of the child. The parents and the physical education teacher should create a rich, stimulating and emotionally secure physical environment and help the child grow in a healthy and positively distinct way.

5. *The Principle of Self-regulatory Fluctuation*: According to this principle the maturing individual does not progress in a straight line or along an even course. It is generally in a state of formative instability and results in fluctuating progression towards growth and development. Hence the physical education teacher should understand the fluctuations and retrogressions, against the broad frame of time and understand that fluctuations form a part of the natural phenomenon of growth and hence he should not get alarmed or create fears in the child about his growth.

With regard to the implications of developmental age, Gessell⁵ constructed a table of developmental norms to help in checking up a child's developmental record. In physical education each child should be treated as an individual and the physical educationist should remember that the complexity and level of physical activity should depend both on the maturation of the neuromuscular system and upon the child's social, emotional and intellectual maturity which is unique to each child.

5. Gessell, A.L. *The First Five Years of Life*. Harper N.Y. 1940, and *The Child from Five to Ten*. Harper, N.Y. 1946.

Wetzel⁶ established developmental norms which act as a diagnostic tool and help the physical educationist in selecting children of compatible developmental age for games and sending children with abnormal growth to the doctor for treatment.

Growth in Physical Exercise

One of the important factors relevant to the physical educationist, apart from nutrition, illness and sleep is exercise. The physical education teacher should understand that too much specialisation in development results in disproportionate development. Moreover, he should also understand that regular hard work over a period of time produces permanent structural alterations, that is a vigorous programme of physical education stretched over a number of years, makes the child feel bigger and grow stronger.

Guidance of early Motor Control

The emotional satisfaction that a child gets from maturational achievements puts him in a conducive frame of mind to improve the quality of his physical performance which comes with repeated practice spread over a period of time but practice is really useful only when there is an appropriate relationship between his maturational level and the practice that the teacher sets for him. Hilgard⁷ formulated a series of principles which try to show the relationship between maturation and training.

1. Skills that build upon developing patterns of behaviour are most easily learned.
2. Training given before maturational readiness may bring about either no improvement or only temporary improvement.
3. Premature training, if frustrating, may do more harm than good.
4. The more mature the organism the less training is needed to reach a given level of proficiency.

In order to make his coaching appropriate and successful he should have a sound knowledge of the sequential phases of growth and realise that within wide ranges of stimulation (physical training and psychological encouragement) it is the growth and maturational level that determines whether or not a physical skill can be taught or modified.

Play and Its Physical Implications

Physical activity is a characteristic of health and this manifests itself in their play and in the use of play materials. According to

6. Wetzel, N.C. Wetzel, *A Technique for Evaluating Physical Fitness in terms of Growth and Development*, Dept. of Nat. Health and Welfare, Ottawa 1940.
7. Hilgard, E.R., *Introduction to Psychology*, Methuen, 1962, p. 70.

Jones⁸ the following conditions foster the use of play (a) the selection of a playmate who is one, two, or three years older than himself (b) Evaluability and accessibility to play materials (c) Outdoor play space which provides opportunities for physical movements and freedom of locomotor activities.

The cultivation and application of movements include thirteen basic motor skills such as walking, running, jumping, pulling and pushing, lifting, carrying, throwing, catching, hilling, climbing, swinging and rolling. Munrow⁹ has classified physical skills under six main headings: personal, rhythm, gravity, friction, small objects, and heavy objects.

IMPLICATIONS FOR TEACHING MOTOR SKILLS

Lawther suggests the following procedure for teaching motor skills :

1. Demonstrate the act.
2. Let the learner try the act.
3. Demonstrate again if necessary.
4. Point out the major aspects of the act.
5. If necessary, guide the learner manually but not passively.
6. Practice, Practice, Practice.

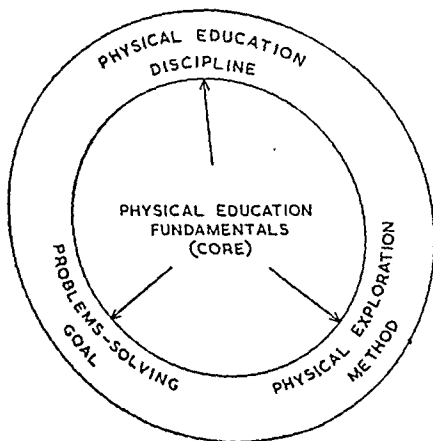
LAWTHER, JOHN, D.

From Dimensions of Physical Education, The C.V. Mosby Company, Saint Louis, 1974, p.226.

The child by its very nature has got an inborn inclination to be physically active and to indulge on his own accord in many of the physical activities. Hence, the teacher should provide a stimulating environment in the form of opportunities and time, encouragement, guidance, equipment and materials. This will induce the child to learn a great deal by his own personal experience and in the company of others. The quality and imaginative improvements in the activities of a child can be improved through a balance and direction given by the teacher and this will lead to higher levels of achievements through interest. The following are the suggestions mentioned in the publication entitled, *Moving and Growing* by the Ministry of Education, London.

8. Jones, T.D , "The development of certain motor skills and play activities in young children" *Child Dept. Monog*, No. 26, 1939.
9. Monrow, D , "Pure and Applied Gymnastic" in Arnold, P.J. (1970) p. 34.

"The physical education teacher should take all efforts to offer a deliberate and constructive hand to teach the motor skills which will be of importance in the later years of the child and not spend the time merely in encouraging theoretically the child to exploring possibilities and expressing himself."¹⁰



PHYSICAL EDUCATION AS AN AREA OF STUDY

qualities associated with age and sex like the following : Strength, Reaction time, Coordination, Balances, Flexibility, Organic fitness, and Fundamental motor skills.

The following observations seem relevant to the physical education teacher.

(A) Improvement takes place with increase in age (both sexes) ; progression until the age of thirteen or so no matter what the quality of his coaching is like because improvement upto this age depends mostly on maturation. But his technical knowledge, coaching ability and psychological approach etc. bring about improvement on the raw maturational abilities. You can start skills that require a high degree of flexibility before this age so that the full potential of the student can be reached.

(B) The reaction time of boys is slightly better than that of girls, it should be unfair to oppose them in competition.

(C) With the passing of time and the influence of technical accomplishment being added to maturational abilities, the differences between boys and girls becomes so marked that 'setting' in classes and between forms become desirable.

Tenets of Good Coaching

The physical education teacher should aim to :

1. Choose activities in keeping with the child's maturational level.
2. Capitalise on interests already present and take notice of those that come about as a result of biological change.
3. Set purposeful and progressive targets upon which the child can set his sights and with hard work be sure of success.
4. Allow the child to explore and to discover things for himself although in the realm of technical skills it is best that teaching should be specific.
5. Give praise and encouragement when it is deserved so that the child is given a feeling of recognition. The satisfaction of this puts him in the right frame of mind to continue learning. Criticism should be kept to a minimum and observations should always be constructive.
6. Development of motor skills is an important area in the child's personality development and that other areas, emotional and social for examples are related to it.

Implications of Individual Differences and Somato types

Individual players differ both in temperament and motor performance associated with their physique and hence each child must

be considered as an individual who lives among other individuals. A wide choice of activities must be offered to meet the potential interests of the children. Besides, the children should be introduced and exposed to a wide range of activities with different levels and forms. The teacher should also know the Somato types so that he can understand the relationship between body build and physical ability. This helps him in the selection of homogeneous physical groupings for physical activities. In any case the physical education teacher should be careful in producing a programme of activities that will meet the needs and abilities of the group ; motivational factors, special talents and other significant reasons would come in the way of a system based on arbitrary division.

Parnell questions : "How are teachers of physical education to acquire a comprehensive outlook if their background in physique and culture deprives them of 'in born' understanding of two-thirds of their pupils with different Somato types?"¹² The answer is that the physical education teacher should guard himself against the danger of forgetting the physical element in the play-field. The teacher needs to keep himself up-to-date on the literature about Somato types and applying his knowledge with imagination and sincere efforts. He should have respect for the personality of the individual child so that he does not go wrong in his work allotments and duties.

H. Corlett says, "There is no proof that modern educational gymnastics helps in the learning of a specific new skill. What is probably transferable, is the attitude of mind, the approach to learning, a better prepared body and the ability to judge what sort of movement is required in a new situation."¹³ Let the physical education take the initiative to create a healthy attitude of mind, an efficient approach to learning, physically better prepared body and positive ability to judge and decide movements.

Physical Development

Physical education has got many important objectives related to the development of the individual. Anario¹⁴ mentions five important objectives related to (i) Organic development (physical development) (ii) Neuromuscular development (motor development) (iii) Interpretive development (cognitive development) (iv) Social development and (v) Emotional development. Among this, organic and neuromuscular development are physiological and psychomotor in nature whereas social and emotional are psychological in nature. Interpretive development, to some extent, appears to be a combination of physiological and intellectual development with

12. Parnell, R.W., *Behaviour and Physique*, in Arnold 1958, p. 58.

13. Corlett, H., "Modern Education Gymnastics", *Bulletin of Physical Education*, Vol. No. 1 1960, pp. 11-13.

14. Anario, A., "The Five Traditional Objectives of Physical Education", *Journal of Health, Physical Education and Recreation*, 41:25, 1970.

personal involvement. According to Anarino¹⁵, organic developments has four aspects (a) Muscle strength (b) Muscle endurance (c) Cardiovascular endurance and (d) flexibility. Similarly neuromuscular development consists of six skills, namely, (i) locomotor skills (ii) non-locomotor skills (iii) game-type fundamental skills (iv) motor factors (v) sport skills and (vi) recreational skills. Interpretive development is related to observation and problem-solving abilities. Social development is related to social adjustment and emotional development is related to psychological reactions to various sport situations.

Thus the physical education profession has opted for the general objectives of physical development, cognitive development, motor development and personal-social development of the student. The major difference between physical education objectives and the objectives of other school academic subjects is that the former requires more of student involvement and participation, whereas other academic subject except students to acquire more information. It is just like saying – “You cannot learn swimming by listening to a lecture on swimming or by sitting on the beach and observing somebody swimming. In order to learn swimming a person has to practically and personally involve himself in swimming. This is because some of the academic subjects can be learnt by *listening*, for example, the dates of events, multiplication tables etc., whereas physical activities are learnt only by *doing*. There is need for physical and physiological elements of the student involvement in physical education. The teacher's role, of course, is to guide the student to use his physical potentialities and energies in a systematic way so that organic functions and systems improve their power, endurance, and organic fitness and add to the overall health and physical well-being.

Physical power is built into the body mechanism of the student through his active participation in a programme of well-planned physical activities and exercises. The teacher should keep in mind that he has to engage the students through proper guidance and counselling and adopt the activities to the needs of the individual members. Of course, he can follow the method of progressively increasing the difficulties of the events, for example, he can increase the number of pull-ups, distance to be run, weight to be lifted and so on. Such a method improves the ability to sustain adoptive effort, to resist fatigue and to recover. Similarly rigorous muscular activity helps the functioning of the heart and results in better nourishment of the body. One good index of improved physical health is the ability to involve oneself in physical work for a longer period of time with a lesser expenditure of energy. This will help the student to be active throughout the day and carry on all physical activities with strength and stamina and vitality and endurance. The objective of physical development is in accordance with the

needs of facing daily life which is made up of situations and problems that demand endurance, strength, stamina, vitality, power, fitness, participation etc.

Physical education becomes dysfunctional if it does not develop in the student the above said traits and hence it is the responsibility of the physical educator to understand the physical nature of life itself and coordinate the physical activities with problems of life. A skill like running is essential not only in the game of football but also in real life situations like escaping from a danger, reducing the time of walking etc. Besides, the physical educator should also be aware of the methods of coordinating and correlating other disciplines with physical education, and impress the student that knowledge and skills acquired in other subjects are essential and useful for physical activities. The successful physical educator, therefore, exhibits creativity and a sense of purpose, in appreciating and utilising different aspects of learning and development, and designs appropriate programmes so that the potentialities of all the students are satisfied and no one experiences the frustration of failure. Extreme care is needed to work out a balanced work and rest schedule so that the effects of fatigue are minimised and the student is able to concentrate with maximum strength and endurance.

The physical strength and athletic ability plays an important role in the development of an individual's personality. The boys who have poor athletic abilities have poor social adjustment. They develop tension, and conflict arising from inferiority. Hence physical education should help to develop confidence and self-sufficiency which is achieved through participation only.

The Physically Educated Person

Let us remember Garrison's statement: A sound physical condition and abundant health are basic foundations for a well adjusted and completely integrated life.¹⁶ Physical education is expected to accomplish this and make the student a physically educated person. When the purposes, aims and objectives of physical education are achieved for any person he is said to be physically educated. Barrow feels that "the ultimate aim in physical education then would be the physically educated person."¹⁷ When physical education fails to achieve this, its placement in the school becomes questionable. Hence the fundamental task of physical educator is to understand the characteristics and attributes of a physically educated person so that he can work accordingly to inculcate such attributes in his students. Barrow refers to the concept of physically educated person and his attributes are described in the following way.

16. Garrison, K C, *Growth and Development*, Longmans 1960, pp 463.

17. Barrow H M, *Man and his Movement, Principles of his Physical Education*, Lea & Febiger Philadelphia 1973, p. 303.

"This value means one who has attained a reasonably high level of skill in a variety of physical activities, who has an acceptable source of knowledge in sports and physical activities, who has achieved a high level of fitness and who has developed attitudes and appreciations in social conduct to make him a socially acceptable partner or opponent. Perhaps the one over riding attitude on the part of the student is the desire to participate and make an approach to his leisure time. In other words, the student will choose to participate in some worthwhile activity which will contribute not only to his biological but also his psychological well-being. Each aspect is related to the other and neither can stand alone."¹⁸

Elsewhere, while dealing with the aims and objectives of physical education, Barrow¹⁹ mentions the decided outcomes in the behaviour of a physically educated person in the following way:

(a) He is well skilled as shown by his performance in a wide number of sports and activities.

(b) He is a fit individual and is able to show the stamina, endurance, and other qualities of physical fitness such as normal weight, good posture, and the like.

(c) He is a knowledgeable person in the area of sports, dance and exercise and in the area of self-knowledge concerning his own fitness and health.

(d) Also because he is fit, healthy and participates, he uses his mental faculties with more alertness and awareness.

(e) He is emotionally and socially adjusted because he does show self-control under pressure; he is courteous to both teammates and opponents, he is honest and plays fair, he does not seek excuses in defeat nor does he boast in victory.

In short, through his behaviour he reveals his attainments in the myriad of outcomes of physical education.

The physical element in physical education can be looked from another perspective also. Kane describes the physical education vocabulary in terms of the body. He describes, thus: "The body and its reactions are the fundamental concern in physical education. The vocabulary in physical education is full of terms which reflect the central concern with the body development, body sensitivity, body awareness, body control, body expression. It would seem, therefore, that an appreciation of the body-image and its implications for self-image may be of importance to the physical education teacher who anticipates psychological outcomes from his work."²⁰

18. *ibid.*, p. 16.

19. *ibid.*, p. 44.

20. Kane, H.E., "Personality, Body, Concept and Performance" in *Psychological Aspects of Physical Education and Sport*, Routledge & Kegan Paul, London, 1972, p. 103.

Kane²¹ further says physical education would additionally like the possibility of considering notions of the body and self-concepts in terms of an awareness of the body in motion. It would seem likely that the development of perceptions relative to body-boundary, body cathexis, body sophistication and body orientation are increased by movement experiments in, for example, dance and sports.

Resume

The continuity of man and the organic world of which he is a member right from the days of evolution prevails even now. Organic fitness is the foundation of a successful life apart from mere struggle for existence. Physical education conceives of an organised method of achieving physical development and organic fitness. The success of any physical education programme depends on the extent to which the physical education teacher understands the developmental principles and their implications in the field.

In this chapter, the discussion is restricted to the physical element in physical education, covering a broad range of ideas related to motor ability, tenets of good coaching, individual differences and somato types. The favourite objective of any physical education teacher is physical fitness and development but the professional needs require them to extend their contributions beyond the physical element and mould the student into a physically educated person in its broad and pragmatic sense. The physically educated person has certain characteristics, personality, attitudes and behaviours which help him to achieve a balanced and adjusted life. The central concern of physical education is the body and its various dimensions like body development, body sensitivity, body control, body awareness, body expression etc. The stress in this chapter is on the place of physical education in the more obvious objective, i.e., of physical development. Even a push-button society cannot afford to ignore the physical fitness because life devoid of physical fitness is not worth living.

REFERENCES

- ANARINO, A.A., "The Five Traditional Objectives of Physical Education." *Journal of Health, Physical Education and Recreation*, 1970.
- ARNOLD, P. J., *Education, Physical Education and Personality Development*, Heinemann, London, 1970.
- BARROW, H.M., *Man and His Movement: Principles of His Physical Education*, Lea & Febiger, Philadelphia, 1934.

21. *ILL*, p. 101.

- BUCHER, C. A., *Foundatoinis of Physical Education*, The C.V. Mosby Company, Saint Louis, 1972.
- BRECKENRIDGE, M. E. and VINCENT, E. L., *Child Development*, W.B. Saunders Company, 1955.
- CORLETT, H. : "Modern Educational Gymnastics" *Bulletin of Physical Education*, Vol. 5, 1960.
- FELSHIN, J., *Perspectives and Principles for Physical Education*. John Wiley and Sons, New York, 1967.
- J. : *More than Movement : An Introduction to Physical Education*. Lea & Febiger, Philadelphia, 1972.
- GESELL, A. L., *The First Five Years of Life*, Harper N. Y. 1940.
- GESELL, A. L., "The Ontogenesis of Infant Behaviour" in *Manual of Child Psychology*, (ED) L. Carmichael, Wiley, N.Y. 1954.
- JONES, T. D., "The Development of certain motor skills and Play activities in young Children." *Child Development*, Monograph No. 26, 1939.
- OBERTEUFFER, D. *et al.*, *Physical Education*, Harper & Row Publishers, New York, 1970.
- STANLEY, S., *Physical Education : A Movement Orientation*, McGraw-Hill Company, Toronto, 1969.
- THOMPSON, J. A., *Towards Health*, Putnami, 1937.
- WAYMAN, A.R., *Education Through Physical Education*, Lea & Febiger, Philadelphia, 1934.
- WETZEL, N.C., and WETZEL, G. : *A technique for Evaluating Physical Fitness in'terms of Growth and Development*. Department of National Health and Welfare, Ottawa, 1940.
- WILLIAMS, J.F., *The Principles of Physical Education*, W.B. Saunders Company, Philadelphia, 1966.
- WOOD, T.D. CASSIDY. R.F., *The New Physical Education*, the Macmillan Company, New York, 1934.

Chapter 14

IMPLICATIONS OF PSYCHOLOGICAL ELEMENT

- *Physical Education and Psychological Aspects.
- *Learning Theories for Physical Education.
- *Psychological Contribution of Physical Education.

MOTIVES FOR PARTICIPATION IN PHYSICAL ACTIVITIES

Cogan lists 7 motives as reasons why students participate in physical activities, they are :

- Health and fitness.
- Social approval.
- Competition, self-evaluation and social control.
- Self-esteem.
- Creative experience.
- Integration of personality.
- Development of specific skills.

COGAN, MAX.

From Motives for Participation in Physical Education. National College Education Association for Men. Proceedings of Annual Meetings, January 10-13 1968, pp. 56-63 in Bucher 1972, p. 496,

IMPLICATIONS OF PSYCHOLOGICAL ELEMENT

The psychological elements concerned with intellectual behaviour and emotional development are important aspects of physical education. These elements are more difficult to identify, appreciate, and apply in the field because they are mostly covert in their origin, though they take external manifestations. Hence the physical educationist should know the nature and relationship between the psychological element and physical education—aspects like intelligence, motivation, practice, method of learning, guidance, knowledge of results, transfer of training etc—so that his roles and responsibilities are channelised through appropriate action to the expected goals.

Vern Seefeldt,¹ and John Hauben 'Stricker of Michigan State University conducted a longitudinal research programme to study the children's physical growth, motor maturity and motor development. They observed the same child every month and over a period of years and found that "rudimentary stages of the fundamental motor skills which include walking, running, hopping, jumping, skipping, leaping, throwing, catching, etc., must be established very early in life if a child is to advance to more mature stages."

The Seefeldt team was able to analyze the sequential stages, that children go through in learning many of the fundamental motor skills. They grouped the skills as follows :

Locomotor skills—moving from place to place

Walk	Jump	Hop	Stop	Fall
Run	Gallop	Skip	Start	Dodge
Leap	Slide	Roll		

Non-locomotor skills—moving body parts, while child is stationary

Swing	Stretch	Turn	Lift
Sway	Curl	Bend	Pull
Rock	Twist	Push	

1. Vern Seefeldt, "The role of motor skills in the lives of children with Learning Disabilities", Paper presented to the Conference of the Association for children with Learning Disabilities, Detroit, Michigan, March, 1913.

Projection and reception skills—propelling and catching objects

Catch	Punt	Dribble	Trap
Throw	Strike	Kick	Bounce

Psychological Aspects of Physical Education

Some of the important psychological elements and forces which influence the performance in physical education are motivation, individual differences in potentialities, intelligence, maturation and so on. The theories of psychologists like Thorndike's Law's of Learning, Skinner's Operant Conditioning, Hull's Reinforcement theory, Guthrie's Contiguity theory, have practical implications for physical education. Besides, the physical educator should know the psychological factors and conditions that promote the learning of motor skill because physical education deals mainly with motor development and the factors underlying it. Thus psychological elements seem to be the underlying covert factors which directly and indirectly influence the performance and achievement of the students in the fields and either facilitate or hinder performance. In fact, the physical education professional colleges include the psychological foundations of physical education as the major theory course which prepares the trainee to guide, supervise, coach and encourage the players, winners and losers. Otherwise, any amount of blind coaching without consideration for the underlying psychological element goes a waste or even results in harmful consequences.

Learning implies change in behaviour. The index of learning in the physical education sense means a change in the player method of practising, participating and performing a motor skill, generally in a sports situation or even it includes a change in attitudes of the player towards any particular thing may be the play itself, his team members, his opponents or even the coach. Learning in physical education is mostly a progressive change that occurs as a result of observation, experience, or practice. This learning involves many aspects as accumulating knowledge of the player, improving his skills in a play activity, solving a problem related to a play or making a play adjustment in a new situation a new court or a new set of equipment etc. Usually play situations require finding out new methods of adjustments or approach to old situations, that is, some change in the player while attacking the target or the play environment. Usually players feel the need to improve their own skills by observing the reactions of the audience or their own playmates. Some excellent athletes try to reach their own levels of aspirations and standards by making a kind of self-appraisal and judge their own sports performance at each and every step.

Motivation and Learning of Physical Skills

Motivation is the fundamental factor to effective physical learning. Motive means a physical or psychological condition within the individual which initiates his activity towards a given goal. Every individual has got needs and drives some of which are not fulfilled and hence he is compelled to do something in order to satisfy his needs. The success of his line of action depends on so many factors like practice, level of mastery, knowledge, efforts, knowledge of results, etc. Maslow² has given a theory of motivation in which he mentions five important needs of the individual arranged in an hierarchical order. They are :

1. Psychological needs.
2. Safety needs.
3. Belongingness and love needs.
4. Esteem needs.
5. Self-actualization need.

Many students need an opportunity to satisfy their needs to develop to their maximum potential; the physical education teacher should provide the individual students with opportunities to participate in activities which are within their reach so that they gain success experience which leads to the satisfaction of their basic needs. In physical education when a student plays in a team, his need for belonging is fulfilled. He gains friendship, affection, approval, appreciation, respect, regard, etc. from his playmates as well as from the coach and sometimes even from his opponents.

Maturation and Physical Learning

Maturation is the stage of maximum development that will enable the student to perform a desired task. There is an intrinsic relationship between maturation and learning. For example, whenever the physical education teacher presents a certain motor skill to his students, he should understand whether the student has reached a certain level of development essential for performing the task successfully or not. If the physical education teacher attempts to develop a skill by force before the student attains the necessary level of maturity then the student not only fails to learn but even his level of interest and motivation decreases and finally he develops a kind of allergy for the physical task.

Piaget³ has described the physical and intellectual growth of an individual through four developmental stages called (i) Sensory motor stage (from birth to about 2 yrs); (ii) Pre-operational stage (2-6 yrs); (iii) Concrete operation stage (7-11 yrs); (4) Formal operations stage (11 yrs to adolescence).

2. Maslow, A.H., "A Theory of Human Motivation", *Psychological Review*, 50:370-396, 1943.
3. Jennings, F.G., "Jean Piaget: Notes on Learning", *Saturday Review*, May 20, 1967, pp. 81-83 in Bucher, 1972, p. 479.

According to this theory, any learning proceeds most rapidly when learning experiences and activities presented to the student are geared to his physical and intellectual levels of abilities. And hence the physical educator should not be over enthusiastic and should not expect results overnight. He should sort out the sport activity and present them to the students according to their stage of development.

Intelligence and Learning of Physical Skills

Intelligence is an obvious factor in any learning and hence the physical education teacher should understand the concept of intelligence and its impact on performance. It is better for him to measure the intelligence levels of his students and present them meaningful physical tasks. He should also be able to identify the students who feel that the physical tasks in which they participate are not sufficiently stimulating. There are various theories of intelligence like Spearman's theory of general and specific intelligence, Thurston's theory of primary mental abilities and so on. In general the IQ of a student is computed in the following way

$$IQ = \frac{MA}{CA} \times 100$$

Where MA designates the Mental Age and CA stands for Chronological Age.

The primary mental abilities named were

- numbers (such as the ability to do arithmetic problems)
- verbal meaning,
- spatial perception,
- word fluency,
- reasoning,
- memory, and
- perceptual speed,

The physical educator should understand that a student who is academically weak need not be poor in sports and games also because performance depends on other factors like interest, motivation, type of coaching etc. Similarly, he should also not entertain the idea that participation in sports and games necessarily interferes with academic studies. The physical educator should help the student get rid of this wrong notion and encourage them to improve simultaneously both academically and physically.

Individual Differences among the Players

In any physical education class, the teacher has to instruct a heterogeneous grouping, that is the students of the classroom, whether boys or girls differ in their physical qualities, intellectual levels, socio-economic status and personality types. For example,

that promote the learning of motor skills. Some of them are given below.

1. Perception is one of the most important concepts in motor learning.
2. The student should have an understanding of the nervous system because of its possible assistance in the development of a motor skill.
3. Effective motor learning is based on certain prerequisite factors.
4. Skills should not be offered to students unless they have reached a level of development commensurate with the degree of difficulty of the skill.
5. Each individual is different from every other individual.

And other conditions could be

1. Implementation of the principle of reinforcement will enhance learning.
2. Errors should be eliminated early in the learning period.
3. The learning situation should be such that optimum conditions are present for efficient learning.
4. A learning situation is greatly improved if the student diagnoses his own movements and arrives at definite conclusions as to what errors he is committing.
5. The leadership provided determines to a great degree how much learning will take place.
6. The student should become less and less dependent upon the physical education instructor for help and guidance.
7. Physical education teachers must be concerned with more than just the teaching of motor skills.

Significance of Learning Theories for Physical Education

Psychologists have given some explanation regarding learning and evolved certain laws which try to state the conditions under which it operates and the factors which contribute to better learning.

Thorndike's laws of learning are the working principles and hence they are to be considered by the physical education teacher who aims to achieve the most efficient and effective ways of teaching.

The Law of Readiness

This states that an individual learns more effectively and rapidly if he is 'ready'. This readiness is dependent upon both maturation and experience of the learner. The physical education teacher should first of all understand whether the student is ready in respect of his strength and sensory and kinesthetic mechanisms.

For example, athletic competition on interscholastic basis is not a part of the elementary school programme because the children at elementary school are not physically and psychologically ready for such activity. Besides, if the stage when a child is ready for physical activity is not properly and timely utilised then it is difficult to learn them at a later stage. For example, an adult who is fresh to motor skills like riding a bicycle, hitting a base ball, etc will have physical and psychological difficulties in learning them because he did not gain experience with these motor skills during his more flexible, plastic or malleable youth. His neuromuscular system is no more ready to perform such activities. Hence the physical educator should not neglect the period at which a student is ready.

The Law of Exercises

States that practice or use improves a skill through better co-ordination, rhythm in movement, right expenditure of energy and better skills whereas disuse or lack of practice makes the pathway between the stimulus and the response weak and hence performance is reduced. The physical educator should take care to provide meaningful practices and right repetition so that the bond between the stimulus and the response is strengthened and the skill is improved. But any amount of blind repetition does not help in learning new skills.

The Law of Effect

This states that any experience which is satisfying to an individual tends to repeat and hence be learnt than any experience which is annoying. Hence the physical educator should provide opportunities which result in success experience so that the individual enjoys the situation and tends to repeat the task. But there may be situations wherein even undesirable experiences may be satisfying temporarily but the physical educator has to use his professional ethics in discriminating between satisfying desirable experiences and encourage only the former ones.

Gestalt's theory states that the individual should understand the whole situation whenever he tries to achieve learning a task, this is because the whole situation alone gives insight into the inter-relationship among various parts of the situation. The physical educator should follow the whole method rather than teaching bit by bit. While learning a motor skill the whole individual, that is, his strength, interest, health, needs etc., operate and not just his abilities only. That is why the same student scores differently under different play situations.

Skinner's Operant Conditioning Theory

This states that any reward reinforces the desirable behaviour and whenever a behaviour is not reinforced then it results in extinction. Hence the physical educator should try to reward a student when he performs a desirable motor activity. If the teacher encourages

a student by his approval when the student is shooting at the peak of his jump in the correct manner then the student will try to repeat the correct position because it is obvious to him that such position is the right one. Other methods like audio-visual aids, physical equipment etc. also reinforce the student especially in a large class.

Hull's Reinforcement Theory

Learning occurs as per this theory, when the student adopts himself to the new environment and he learns by doing. For example, a child who practices on a parallel bar suddenly discovers the correct position suitable to him; this is a kind of satisfying reward to the student and hence he repeats the same position later. Hull also stated that if the practice periods are extremely long then they do not reinforce. In physical education many of the practice periods are to be followed by rest and refreshment.

Guthrie's Contiguity Theory

This states that practice under similar conditions result in correct response and if the conditions are changed the response may not occur, for example, a student who is learning the motor skill like high jump has to apply the same type of bodily movements every time he approaches the bar and any change in his movements may result in a failure. That is why many of the practice periods in physical education are made to be the same as the actual competition; only when both the practice and real situations are the same, learning takes place and better performance is executed.

Psychological Contribution of Physical Education

Physical activity can effect the behaviour of an individual in several (psychological) ways. According to Scott⁵ there are seven ways in which physical activity contributes to psychological development.

- (1) Attitudes are changed.
- (2) Social efficiency is improved.
- (3) Improved sensory perception and response accrue.
- (4) Improved sense of well-being exists.
- (5) Better relaxation is promoted.
- (6) Relief is provided on psychosomatic problems.
- (7) Skills are acquired.

Thus physical education has important psychological elements to be considered by the physical education teacher to bring about better physical performance from his students. Factors like personality, self-awareness, confidence, attitudes, perceptions etc., influence the behaviour of a player. Besides, the psychological

5. Scott, M.G., "The Contribution of Physical activity of Psychological Development" *Research Quarterly* 31:307, May 1960.

approach, the physical educator can use modern methods like programmed learning, team teaching, ability grouping, flexible scheduling, sensitivity training, in his profession along with audio-visual aids, camps, etc. In short the knowledge of psychological elements of physical education helps the physical educator in coaching an individual or a team.

Physical education provides opportunities for sensory experience which is of critical importance to intellectual growth. A favourable sensory environment is desirable for efficient mental functioning and hence physical activities should have elements for sensory stimulation. Schaffer's⁶ work with human infants indicates strongly that an absence of adequate sensory stimuli can have temporary or permanent detrimental effects on the intellectual growth of the child. According to Guilford,⁷ one of the varieties of intelligence measured by psychometric tests is Kinesthetic perception, and according to Piaget,⁸ sensory motor activities are a form of practical intelligence. These indicate the importance of physical activity towards the growth of overall intelligence and to overall intellectual functioning. Wall has noted about the nature of favourable home conditions when he says "the contribution of the home and the nursery school to the child's intellectual development should arise naturally out of the quality of the environment they provide rather than from any direct teaching such as may be given in primary or secondary schools."⁹

Pestalozzi (1746-1827) Froebel, Montessori and the Macmillan sisters were able to see the importance of physical activity in intellectual functioning and produce forms of education that took cognizance of it. Pestalozzi's¹⁰ specific view's on physical education are found in his article, "Concerning Physical Education" published in 1807 and now incorporated in Hirth's "Das Gesamte Turn Wesen". In observing his own child in 1774 he noted that, after playing in the open air for a time, the boy could then sit and concentrate on his studies for an unusually long period. In addition to this recreational value, he believed that to give vent to the play and competitive instinct was a means of accomplishing the harmonious development of mind, heart and body. The following ideas, also are found in Pestalozzi's writing: The strength, skill, endurance, and command of body in general, which is to be derived

6. Schaffer, H.R., "Objective Observations of Personality Development in Early Infancy" *Brit. J. Med. Psychol.* 1958, No. 31, p. 174.
7. Guilford, J.P., "The Structure of Intellect" *Psychol. Bull.* No. 53, pp. 267-93.
8. Piaget J., *The Origin of Intelligence in the Child*, Routledge and Kegan Paul, 1953.
9. Wall, V.D., *Education and Mental Health*, UNESCO, IFMPR, Paris, 1964, p. 65.
10. Rice, E.A., *A Brief History of Physical Education*, A.S. Barnes and Company, New York, 1935, pp. 96-97.

from physical exercise, is desirable and warrants giving physical education an important place in general education. But physical education should not be separate from education in general, either in aims or methods, for the child is unity. Nature uses the physical and mental faculties alternately for the development of each other, for example, instinct urges the child to motion but the exercise may sharpen with, produce skill and a desire for fair play. To be able to jump is not the only end in the practice of jumping, nor to swim, in the practice of swimming. The school should not neglect this vital principle."¹¹

Friedrick Froebel (1782-1852) ranks with Pestalozzi as a founder of modern pedagogy. His educational experiences at Keilhau and Burgdorf resulted in the theory that education is most efficiently acquired through activity, self-expression, and social participation. Young children, he found gave vent to self-expression most readily in their play. The kindergarten grew out of these theories and Froebel presented the first well-organised programme of education through play. Froebel's ideas and methods have been elaborated and accepted by the educational world. During the last few decades volumes of literature on the subject of the educational values of play have appeared, and the world has in a measure, ratified the theories of Froebel by the adoption of the play movement.

Dr Montessori's books on the subject have been widely read in America; probably her greatest contribution has been her emphasis on developing a child's initiative and sense perception through freedom of movement. This has got some practical implications also. The teacher's role in the 'prepared environment', as Montessori called it, is to encourage such discoveries to occur and, if called upon, to help in the explanation of puzzling phenomenon.

The role of play may be summarized as Arnold put it, "the result of a physical act can sometimes initiate an elementary process of reasoning. The one can often be a consequence of the other. Play in general and physical education in particular, abound with situations where action or the inability to act efficiently require thought and reason."¹²

According to Erasmus the aim of education is to lead men toward knowledge, honesty and independent judgement. Erasmus mentions some important points related to the development of the individual.

11. *Ibid.*, p. 98.

12. Arnold, P.J., *Education, Physical Education and Personality Development*, Heinemann, London 1970, p. 56.

"Three conditions. . . . determine individual progress. They are nature, training and practice. By nature I mean, partly innate capacity for being trained, partly, native bent towards excellence. By training I mean, the skilled application of instruction and guidance. By practice, the free exercise on our own part of that activity which has been implanted by nature and is furthered by training. Nature without skill training must be imperfect and practice without the method which training supplies leads to hopeless confusion."¹³

Resume

Education traditionally and properly is concerned primarily with psychological factors likely to improve or impair the process of learning, and physical education as its integral part has followed this track. Successful physical education teaching, then, involves defining and arranging the truly, psychological forces of physical education, that is the abilities, needs, and capacities of individual students keeping in view certain psychological stages and moments loaded with motivation, maturation, intelligence etc. The physical educator gets important clues and insights from various theories of learning but he has to be resourceful and creative in adopting and implementing the theoretical constructs in his profession.

This chapter deals with various psychological factors and processes that make or mar the progress of the student. The needs of the student in terms of his physiological needs, safety needs, need for belonging, esteem needs, and self-actualization needs are to be kept in mind while planning a programme and making a student participate in it. Different factors and conditions that influence learning of motor skills is given. Various laws of learning related to exercise, effect, conditioning, reinforcement and contiguity, are mentioned. The focus of course is the fact that the psychological element is not overtly visible and hence the teacher should be more careful in attending to it. Otherwise in his anxiety to prepare strong people he may end up with a set of abnormal psychotic beings strong, but useless.

REFERENCES

- ARNOLD, P. J., *Education, Physical Education, Personality Development*. Heinemann, London, 1970.
- BARROW, H.M., *Man and his Movement: Principles of his Physical Education*, Lea & Febiger Philadelphia, 1973.
- BUCHER, C.A., *Foundations of Physical Education*, W. B. Saunders Company, Philadelphia, 1966.
- FELSHIN, J., *Perspectives and Principles for Physical Education*, John Wiley and sons. New York, 1967.
13. De Pueris Instituendis "Wood Ward's Erasmus" (p.191) in Robert Ulrich, *History of Educational Thought*, Eurasia Publishing House (P) Ltd. Ram Nagar, 1967 p. 145

- KANE, H. E., *Psychological Aspects of Physical Education and Sport*. Routledge & Kegan Paul, London, 1972.
- MASLOW, A.H., "A Theory of Human Motivation" *Psychological Review*, 50: 370-396, 1943.
- NASH, J. B., *Interpretations of Physical Education*. (Mind-Body Relationships) Vol. I.A.S. Barnes and Company Inc, New York, 1931.
- SCOTT, M. GLADYS., "The Contribution of Physical Activity to Psychological development," *Research Quarterly*, 31, 307. 1960.
- WILLIAMS, J. F., *The Principles of Physical Education*, W. B. Saunders Company, Philadelphia, 1966.

Chapter 15

IMPLICATIONS OF SOCIAL ELEMENT

*Play for Social Adjustment.

*Sports Sociology.

*Physical Education and Group Membership

The school has the function also of coordinating within the disposition of each individual the diverse influences of the various social environments into which he enters. One code prevails in the family ; another, on the street ; a third in the workshop or store ; a fourth, in the religious association. As a person passes from one of the environments to another, he is subjected to antagonistic pulls ... This danger imposes upon the school a steadying and integrating office.

JOHN DEWEY

From *Democracy and Education*, Crowell-Collier and Macmillan Inc., New York, 1916.

IMPLICATIONS OF SOCIAL ELEMENTS

Social behaviour is mostly determined by the circumstances in which students are brought up, in other words the social atmosphere of the house, playground, and other social situations in which inter-personal relationships take place. Thus social adjustment involves the ability to successfully integrate oneself with others. In this respect play offers adequate opportunities of social interaction.

The two aspects which are important in any social learning in general and play in particular are growth and development. Hence the physical educator should know the sequential changes that take place as the child matures. Gesell¹ gives the sequential changes in the following way (shown only up to 3½ years):

- 1 year : Shy with family group. Shy with strangers.
- 18 months : Solitary play. Not ready for play with other children.
- 2 years : Likes to be with other children. Parallel play. Not ready for cooperative play or for extensive group activity.
- 2½ years : Beginings of cooperative play. Chiefly parallel play and imitation, little sharing.
- 3 years : Some spontaneous group play. May be quite harmonious. No distinction between sexes in play.
- 3½ years : Group activity, but some members of group may discriminate against others and forcibly exclude them.

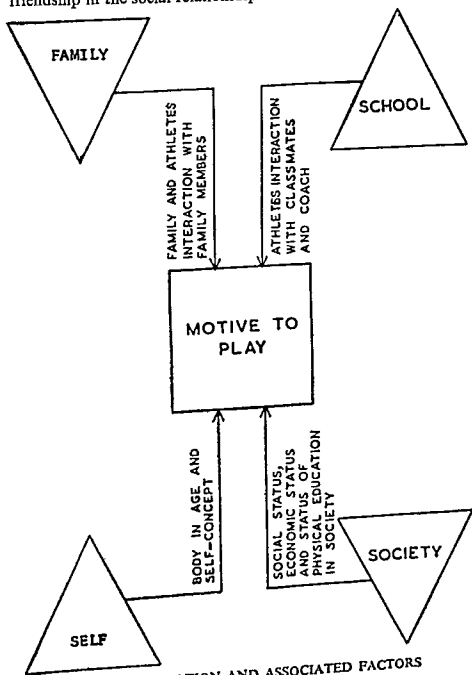
Play is an agent in widening and broadening social adjustment and accomodations. This is the principle of kindergarten and Montessori schools with aim at offering social experiences to the child and bring about a positive participation and social change, rather than teaching literary skills.

The parent and physical education teacher at the primary school level should encourage free interaction of children so that participation in play activity really helps to achieve the fundamental social skills of development.

¹ Gesell, A L., *The First Five Years of Life*, Harper, N.Y. 1940, and *The Child from Five to Ten*, Harper, N.Y. 1946.

Play for Social Adjustment

According to Cowell: "Health, Strength, and Physique determine to a great extent what, and especially how a child plays. Play skills in turn are of major importance in companionship and friendship in the social relationship of children"²



PLAY MOTIVATION AND ASSOCIATED FACTORS

2. Cowell, C.C., "The Contributions of Physical Activity to Social Development" *Res. Quart.*, May, 1960.

The most important thing about play is that it helps the child to gradually enlarge his social contacts and understand the experience of mutual consideration and help which are a necessary part of social interaction.

While discussing the importance of play, Mellor³ says "the interchange of ideas and the understanding and tolerance that these things bring, all contribute to the development of the child as a member of society; they learn to respect other people, work and property, to share and to take turns; to organise, instruct and obey; to lead and follow. They learn to modify their own strong desires in the interests of the group and so accept the discipline of the group as a natural and necessary thing."

McKinney⁴ states the values of play to be as follows (a) it increases social poise and spontaneity (b) it develops independence (c) it releases tensions (d) it forms the basis for friendship, popularity and leadership.

Cowell studied the 'fringers' or those who do not enter fully into the big-muscle play activities of the physical education programme, and discovered that they tend to have the following characteristics: (i) they are less socially acceptable to other boys and girls (ii) they tend to regard others as more acceptable than they are regarded by other boys and girls (iii) they are considered much less able by other boys and girls to fulfil school positions demanding qualities of virtue than all the activities (iv) they show a marked tendency to exhibit these negative behaviour trends which psychiatrists, mental hygienists and clinicians indicate are symptoms of great clinical value.⁵

The extent of social adjustment that a child develops through play and other physical activities depend on the following three aspects: participation, skill and physical ability.

Lehman and Witty⁶ in their studies on the play activities in children between the ages of 7 to 19 found how strongly physical activities represent and frequently form a good basis for social interaction. Cowell⁷ found that the purposes students try to satisfy through physical education activities tend to change with increasing maturity but in adolescence motivations like 'mastery of game skills'

3. Mellor, E. *Education through Experience in the Infant School Years*, Black Well, 1953, p. 155.

4. McKinney, F. *Psychology of Personal Adjustment*, Wiley, N.Y. 1949, pp. 413-415.

5. Cowell, C.C., "An Abstract of a Study of Differentials in Junior High school based on Observation of Physical Education Activities", *Res. Quart.* 6, 1935, pp. 129-36.

6. Lehman, H.C. and Witty, P.A., *The Psychology of Play Activities*, A.S. Barnes, N.Y., 1927. Also see Witty's, "A study of deviates in versatility and sociability of play interest." *Teach. Coll. Contrills*, Edn. 1931, p. 470.

7. Cowell, C.C., "Student Purposes in High School, Physical Education", *Res. Bull.* (Ohio State Univ.) 18, pp. 89-92.

'to have fun' and 'to learn to control myself', to be a 'good sport' features noticeably in both sexes. Other reasons such as 'to be with my friends' and 'to get along and understand others' were also given.

The sociology of physical education has three important functions in school. They are (i) the relation of the physical education to other agents of the society like government, services, mass media, institutions and organisations etc., and the impact of physical education upon social resources, and natural resources; (ii) the social aspects of human relations that operate in the physical education involving the players, physical education teachers and spectators and the influence of such human relations upon the sport behaviour and personality of the player; (iii) the impact of physical education upon other social institutions and the influence of group life upon the player, for example, how the playfields effects the personality and behaviour of a player. These three functions put together inculcates the habit of democratic living in the individual because many of the games are played according to set rules and conditions under the supervision of umpire and his decision is taken as the final one and win or loss is accepted in a sportive way. In this process play becomes a socialiser and puts the process of social development in action.

Among the human needs (like the physiological and psychological) we also have sociological needs which include cooperation, sharing, gregariousness and love. They take into account the opinions and behaviour of others and desire to influence others and to follow others. The other important aspect is the extent to which a person can give security to a group and the extent to which a person feels security within a group. The social relation of a person with the group effects his self-esteem. Thus physical education offers opportunities of satisfying sociological needs of the students and provides the social atmosphere for socialising him and helps him in better social adjustments. These social values and concepts are reflected in human relationship between various players and affect a person's emotions, sentiments and behavioural peculiarities. Human values like moral responsibility, common consent, moral equality, brotherhood, respect for excellence etc., find their due place in a sport situation. And thus physical education helps to enrich the human values by enlarging the range of social participation.

Havighurst's Modes of Social Learning

According to Havighurst⁸ there are three methods of social learning which operate both in a school situation and a play situation. They include (a) reward and punishment modes (b) imitation modes and (c) didactic teaching modes. Social learning is

8. Cited in Bucher, C.A. *Foundations of Physical Education*, the C.V. Mosby Company, Saint Louis, 1972, p. 524.

possible only when a play situation is accompanied by reward or punishment, or when the teacher is a model person whom the player desires to imitate. Hence the physical education teacher should become an expert in a particular game so that he can impress upon the child.

Besides, physical education helps to build a positive and acceptable character in the child. This study by Havighurst and Peck and others⁹ indicate that the five stages of character development are :

1. A moral Impulsive stage (first year of life)
2. Egocentric, Expedient stage (2 to 4 years)
3. Conforming stage (5 to 10 years)
4. Irrational Conscience stage (5 to 10 yrs. of age and older)
5. Rational Conscience stage (A few adolescents)

Physical education offers opportunities to control impulses in the interest of self-protection and getting positive impression from others. Besides it also presents situations where a player has to conform to the demands of the social group or team of which he is a member. The more the student can be lead to foresee the moral consequences of his behaviour and the ways of correcting them, the higher on the character scale he has risen. Hence the physical educator should guide the player in terms of control of impulses, confirmation and use of rational conscience. Grinnell¹⁰ has suggested four approaches which help the physical education teacher to build positive character in the player.

(1) *Precept* : This means young people do better if they know what is right and what is wrong. In physical education the teacher should make his student clearly understand what is a good move or a good conduct in a game.

(2) *Study of lives of great men and women* : The lives of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Abraham Lincon etc., inspire the students and lead them towards good conduct, high moral goals, noble social conduct and so on.

(3) *Teacher's example* : In physical education the coach and physical education teachers have a close relationship with their player and hence have better opportunities to mould the behaviour and character of their students. The physical education teacher can leave an imprint upon his students and be an effective example through his sense of fairness, regularity, generosity, belief in the truth etc.

(4) *Learning by doing* : The most effective approach to influence the student is by providing them opportunities for active participation

9. Peck, Robert F. *et al*, *Psychology of Character Development*, New York, 1960, John Wiley & Sons, Inc., in Bucher, 1972, pp. 524-525.

10. Grinnell, John, E., "Character Building in Youth" *Phi Delta Kappan*, 40 212, 1959 in Bucher, 1972, pp. 525-526.

in their school activities like student government, sports, physical education classes etc., which involve moral behaviour. In a game situation e.g., the elements of just and unjust, right and wrong operate and the physical education teacher should guide them properly in such situations and help them build a positive moral character.

The most important thing is that the physical education teacher himself maintains high standards of conduct, strong moral values and ethical principles so that his supervision and guidance will be justified as functional and meaningful. The type of character that students achieve depends mostly upon the type of character that the teacher himself has got. A teacher who does not have good character finds it difficult to teach character to his students; for example, if a teacher smokes he finds it difficult to preach or teach his students not to smoke and even if he teaches them so they do not feel convinced and instead feel that the teacher has no moral right to ask them not to smoke. Hence a physical education teacher should be a model and an exemplary teacher and try his best to mould his students through his own example and positive precepts.

Play as a Socializing Force

Any play situation is a dynamic sociological force and thus has the potential for helping students to have better relations with their fellow students. The importance of play and its role is explained through various theories given by various social scientists and philosophers:¹¹

1. Surplus energy theory of Spencer and Shiller.
2. Recreation theory by Guts Muths.
3. Relaxation theory.
4. Inheritance or Recapitulation theory of G. Stanley Hall.
5. Instinct or Gross theory.
6. Social Contact theory.
7. Self-expression theory by Bernard S. Mason.
8. Wish-fulfilment theory.
6. Domination theory.
10. Caillois' theories of play (competition, chance simulation and vertigo).

In general play is an important part of the culture and reflects the social and moral behaviour of the individuals and groups. Man engages in play activities to escape from the monotonous daily routines and involve himself in recreational and social activities. Play activities and sports situations give the students an opportunity

11. Bucher, C.A. *Foundations of Physical Education*, the C.V. Mosby Company, Saint Louis, 1972, pp. 527-529.

to imitate life situations without penalty. At higher levels play situation helps the student to be creative and to express himself through his movements, decisions, actions, and rules.

Besides, psychologists like Bruner have suggested that children should be involved in many activities in order to achieve cognitive development because it helps to develop sensitivity in the child and he becomes aware of the real world outside the classroom. In fact, the social development objective of education is achieved through physical activities like games and sports and supplements the academic nourishment that he gets inside the classroom. With the recent developments that made physical education an integral part of education, physical activities have become more meaningful and purposeful. The development of 'game theory' which stresses teaching through the use of games has given a higher status to physical education and made it a method of teaching.

Sports Sociology

Modern sociologists have realised the importance of understanding the sociology of sport so that they can control the social situation of sports and evolve methods of achieving maximum sociological benefits by properly manipulating the sports situation. Sport is a medium that permeates many aspects and activities of life and forms an important part in the total social and cultural network of the society. Games and sports affect social relations, social process and social values and hence sports sociology should be free from personal biases and be done in an objective manner.

According to Loy¹² sport is playful, it is competition, it is a physical skill, strategy and chance and is physical prowess. Sports help to derive certain beneficial impacts like sportsmanship, co-operation, social equality, good citizenship, leadership, followership, social poise, social acquaintances, sense of values, etc. The most important social function of physical education is that it inculcates self-discipline in the students. Self-discipline includes both sacrifices for the social good and determination to achieve personal success; such a kind of 'will to achieve' is the major contribution of physical education which influences his performance in other walks of life such as studies, profession, social adjustment, personal development, leadership, followership, and so on.

Regarding other sociological implications of athletics, the usual trend is that sports develop public interest, spectator approval, and occupies a major space in the newspapers. This interest of the society brings pressures on the schools and decides the place of sports in education. Thus the place of sports is decided directly by the society and not by the educators. Usually sport becomes a medium of recreation and public entertainment rather than a

12. Loy W. (Jr.), "The Nature of Sport—A definitional effort". *Quest* (Monograph X) May, 1968, pp. 1-15; in Bucher, C.A. *Foundations of Physical Education*, op. cit., pp. 533-536.

medium of educational development. This, sometimes results in distorting the programme of educational athletics. Hence we have to develop a proper and positive educational perspective of sports taking into consideration both the society and the school and try to design sport programmes so that the needs of youth is given a major consideration and steps should be taken to meet these needs. As a first step, both the educators and the society should sort out their needs and re-evaluate the relation of school and the society as concerned with physical education. Otherwise it will result in harmful side-effects like misinterpretations of educational programmes, false values, ego-centered athletes, and finally it will end up with the loss of identity.

Physical education is an organised social experience which helps one to achieve social progress and need satisfaction and becomes a means of reaching the overall educational objectives. It helps in alleviating the negative social effects like juvenile delinquency, caste prejudices, class feelings, intolerance, segregation and discrimination. The type of cohesive and cooperative atmosphere in the school can be improved through physical education. In short, physical education helps to further the democratic procedures and dignity of work. Though, the productivity of physical education is not in material form it is in the social form that it promotes a cooperative and cohesive social order; and in physical form that promotes body strength and stamina.

Physical Education and Group Membership

Many of the activities with which physical education has to do involve groups—activity groups, teams for games, option groups, ability groups etc. If the groups function for a period of time, their members are likely to fall prone to group behaviour which is characterised by norm formation, that is, the group members understand, appreciate and assume standards and forms of attitudes, feelings, and actions representative of their group. In the face-to-face social game interactions in Football, Soccer, Hockey and Rugby, Basketball, etc. 'norms' are quickly formed and it is essential that physical education teacher takes care to centre the norms around qualities like enthusiasm, cooperation, loyalty, honesty and fairness if character formation is to be assisted in the way that educationists would like it to be.

Physical education has atleast two important virtues. Some moral good comes of simply playing games because of their intrinsic nature, and a greater good is possible if such activities are used as a medium through which the physical education teacher plans to teach the positive qualities resulting in character building. This can be successfully achieved if the physical educationist can be within his own play sphere and successful to expose the child to the same social influences over a prolonged period of time and shapes group norms positively.

Social adjustment is the most important outcome of physical education. Social adjustment is made up of factors like participation, skill and physical ability which physical education offers thus making a significant contribution to the process of 'total education' in the broadest sense of the term.

The physical education teacher has better opportunities than other teachers to interact with the students and inculcate in them qualities of group membership and leadership. Arnold mentions the advantage of the physical education teacher over other teachers in the following way: "... unlike many of his colleagues, he can often participate in their games, in their recreative pursuits. This camaraderie, often involving common aspirations, common victories and common defeats, enables him to exercise and influence over the group's affairs and to an extent help its individual members."¹³

Then "the physical educationist has an advantage over the majority of his colleagues in that many of the activities with which physical education is to do predispose themselves to group effort and this sometimes enables him to enter into it by contributing something towards its objectives and aims. If he can offer what the group wants, then there is a good chance of his assuming the actual leadership on the 'inside' rather than having a nominal leadership from the 'outside'."¹⁴

Discussing the process of leadership, Zeleny says "leadership is a phase of social process in which the most adoptable and useful members emerge as representing the values most desired by the group at that time."¹⁵ He also says: "A leader is the centre of the social potential of the group". If this is really so, the physical education teacher, through his leadership qualities, should be in a position to wield a fair amount of influence over his students for their good so that they develop desirable group values and social values.

He has opportunities to direct the thoughts, feelings, and actions of a group and its members to the qualities related to character. How can he do this? According to Arnold¹⁶ he may first have to "assume the groups value." In order to make secure and effective his position of leadership, as Zeleny feels, he has to "share the values held by the group, and then, being ambitious and persistent, use his knowledge, intelligence, vitality, self-confidence, and social adaptability to become the most active and acceptable member; in other words, the leader's talents must be used in vital participation in group activity and in re-directing group activity to satisfy human needs."¹⁷

13. Arnold, P.J., *Education: Physical Education and Personality Development*, Heineman, London, 1970, p. 131.

14. *ibid*, pp. 31-143.

15. Zeleny, L.D., 'Leadership' in *Encyclopaedia of Educational Research*, Macmillan Co 1950, p. 664.

16. Arnold, P.J. *Education Physical Education and Personality Development* Heinemann, London, 1970, p. 132.

17. Zeleny, L.D. "Leadership" *op. cit.*, p. 664.

Arnold goes one more step and says, "The meeting of human needs is one thing; the influencing of thought, values and conduct is another. As a group leader he should aim to do both. He must aim to guide and direct the group in such a way that he is able to influence it to do as he wants and yet, at the same time, give its members the feeling that they are doing what they want. As a professional leader he should be able to turn a knowledge of group dynamics to good account."¹⁸

In short, teaching and learning in the social field should be a process of cooperative enterprise in which the physical educationist should play the part of an enlightened and democratic leader. This is important because if the school wants to inculcate social harmony and group decision-making, then a good leader in the form of the teacher is necessary to help the group by originating ideas and by coordinating the ideas of other members and other groups in the direction of constructive and common group purposes. Thus, a well-organised physical programme given by a creative physical educationist creates an environment for social competence in the student. Social competence, according to Rosenstein and Hase involves, the pupils every day adjustments to other individuals and to his group. It is of the utmost importance that every child becomes socially competent, able to take his place and play his part as a worthy member of the community.¹⁹ Physical education fosters social competence and other positive social values. Rosenstein and Hase further say, "Activities in the physical education programme are an excellent medium for the development of understanding and appreciation of human nature. It is here that one of the best opportunities making for personal and group adjustment exists, if there is proper leadership. A pupil can learn to be a good sport only through experience, and no programme offers more opportunities than physical education."²⁰

Indeed play is a very valuable activity. Frank and Theresa Caplan, writing in *The Power of Play*, discuss the following values of play."²¹

1. Play aids growth.
2. Play is a voluntary activity.
3. Play offers a child freedom of action.
4. Play provides an imaginary world a child can master.
5. Play has elements of adventure in it.
6. Play provides a base for language building.

18. Arnold, P.J., *Education Physical*, op. cit., p. 132.

19. Rosenstein, I. and Hase G.J., *Student Teaching in Physical Education*, Prentice Hall, Inc., Englewood Cliffs, N.J. 1971, p. 23.

20. *ibid.*, p. 24.

21. Frank and Theresa Caplan, *The Power of Play* (Garden City N.Y., Anchor Press, Double day. 1973 pp. XII-XVII,

7. Play has unique power for building inter-personal relations.
8. Play offers opportunities for mastery of the physical self.
9. Play furthers interests and concentration.
10. Play is the way children investigate the material world.
11. Play is a way of learning adult roles.
12. Play is always a dynamic way of learning.
13. Play refines a child's judgments.
14. Play can be academically structured.

Resume

Physical activity has an accompanying social element because we cannot conceive development in a social vacuum. Physical education teacher acts as a powerful agent of development, especially for primary roles and for much of the knowledge of routine physical activities that is usually called the 'receipt knowledge'. His professional training reinforces him with the social and sociological factors that constitute and control a phenomenon like physical education. Whether it is a play or a serious physical activity it has its own contribution to social adjustment and social learning.

In this chapter the play and physical activity is considered as a socialising force and its implications are discussed. Group membership is something of special importance to physical education especially in social games like Football, Hockey, Basketball, Volleyball, etc. And physical education teacher is expected to function as a group leader in directing and organising the activities and students towards the desirable objectives of education. Social adjustment requires many aspects including participation, skill and physical ability but the extent to which it inculcates sportsmanship in the student is the criterion for evaluating the success of the physical education programme. The nucleus of the chapter is the emerging awareness among physical educators to develop well-balanced members of the group and not skilful but selfish players.

REFERENCES

- BRAILS, FORD D., *Sport and Society*. Routledge & Kegan Paul, London, 1969.
- COWELL, C.C., "An Abstract of a Study of Differentials in Junior High School Boys based on Observation of Physical Education Activities", *Res. Quart.*, 1935.
- , "The Contributions of Physical Activity to Social Development". *Res. Quart.*, 1960.
- CRATTY, B.J., *Social Dimensions of Physical Activity*, Prentice Hall Inc. Englewood Cliffs, N.J. 1967.
- GESSELL, A.L., *The First Five Years of Life* Harper, N. Y., 1940.

———*The Child from Five to Ten* Harper, N. Y. 1946.

LEHMAN, H. C., and WITTY, P. A., *The Psychology of Play Activities*. A.S., Barnes, N.Y. 1927.

MEKINNEY, F., *Psychology of Personal Adjustment*, Wiley N.Y. 1949.

MELLOR, E., *Education Through Experience in the Infant School Years*, Blackwell, 1953.

SULLIVAN, E. E., *Education in Social Change*, Asia Publishing House, Bombay, 1968.

WITTY, P. A., "A Study of Deviates Inversatility and Sociability of Play Interest". *Teach: Coll Contrls*, Edn, 1931.

CONCLUDING REMARKS

TO PLAY OR TO GROW

At this juncture it is too much to expect changes overnight in the field of physical education and in the attitudes of physical educators. And hence to find fault with them for their limited and traditional thinking is not only a hasty step but also a step that does not bring any expected results. Instead we should try to educate physical education teachers into the concept of total education. This book, attempts to do precisely that.

But, we do not want any reader or any professional to misconstrue what we have written about the educational relationship to physical education and its educational dimensions. This does not mean criticism is not welcome in the field of physical education but only that we would rather prefer productive suggestions.

We only want to clarify the fact that, to concentrate only on activities with a 'strong muscle' bias would lead to an unbalanced and impracticable physical education programme which we have already experienced. There are so many other dimensions and values which need our attention. And there is so little time in which to achieve them in the educational process. This is the pressure that besets our programme and the only answer would be to integrate the classroom learning with physical education.

By implication, we can say that knowing what we do about the importance of integrated physical activity, educative and holistic activities should be given prominence. Students should have such multipurpose activities introduced as a normal part of their general education programme so that they understand exactly what it is all about i.e., total education and integrated development. They must know why they are taking physical activities beyond the playfields and not just how to do a few activities—sports or games and their impact on health.

In this attempt our emphasis is on stimulating a desire in students for total educational and all-round developmental activities as an important prerequisite to face life successfully. To achieve this we must give a broader scope to physical education and consider it as an integral part of total education. We cannot afford to consider it as merely an extra-curricular activity. It means we should not give it a status of a voluntary activity, we must invite students for positive involvement and willing cooperation. This

requires two things on our part viz., gaining their confidence and explaining to them the 'how' and 'why' of 'education' through 'physical education'.

We want physical education teachers to develop a built-in acceptance of education for physical education and 'physical education for education' and to believe in the vital relationship between the two. We want children to achieve educational growth through physical education and accept its importance in total life. The physical education programme has a unique opportunity to convey this message and unique responsibility to achieve maximum cohesion between education and physical education. We cannot afford to neglect the role of physical education in the process of total education or vice-versa and this book wants to spread this message only with exhaustive correlational significance.

As a layman do you think you eat just to survive or for some other purposes? When you eat, do you take anything and everything or only few things which the body needs? Do you sleep or rest just as a hobby or for some useful purpose? Do you consider a game just play or a factor towards growth.

As a teacher in general how do you consider your duty of instructing the students, teaching the students a mathematical problem or a scientific principle? As a physical educational teacher how do you consider activities in your programme?

Is it not true that by physical education you help the all-round development and growth of the student. That is, don't you conceive of it as a vital activity more than a past time?

If physical education is so important for development is it not necessary to determine the type and status of activities and determine the growth factors in students? In determining the contributions of physical education do you just consider the factor of play or growth?

Through proper decisions regarding the objectives, philosophy, type of games, timings, instruments, type of students, resources available, community needs, abilities and limitations of the students, professional training of the physical education teacher, sociological and psychological factors, the physical education teacher determines the developmental potentialities and status of his profession; he understands the merits and demerits of his job: he evaluates his self-progress and contribution to the development of the student in diagnostic and remedial aspects. He not only knows the game but also the student, he not only knows the physical objectives but also the educational objectives. He no longer considers his existence for an ornamental sake but as an essential segment of the school. He knows that he is needed not just by a few athletic students but by the entire student population. In other words he is able to present himself as an indisputable and uncontroversial

person in the educational system and management. Of course first of all he should know whether physical education is just to play or to grow. Without this concept, nothing can be taught, if anything is taught it is premature and harmonious growth of body and mind is difficult.

Glossary

- Active Exercise** : exercise initiated and carried through by a patient without aid from a therapist.
- Addiction** : the habitual use of drug or other substance due to a physiological necessity that produces seriously disturbing symptoms if the substance is not supplied.
- Agility** : the ability to shift direction quickly while moving at nearly full speed or, in dance, to move upward or downward quickly.
- Agonist** : the muscle directly responsible for any particular joint action.
- Allergy** : an abnormal sensitivity of the body to certain foods, pollens, drugs, etc.
- Analysis** : separation of an activity or process into its component parts in order to determine how it operates.
- Antagonist** : a muscle that has an action directly opposite to that which is responsible for a given joint action.
- Anthropometry** : measurement of the body and its parts.
- Anxiety** : a vague, objectless fear; the awareness of the physiologic reactions to the perception of a dangerous situation calling for fight or flight responses.
- Arena** : the latin word for sand.
- Assistive Exercise** : a movement in which a patient is aided by a therapist.
- Balance** : the ability to maintain equilibrium, to hold a body position.
- Ballistic Movements** : rapid movements of limbs started by the driving muscles (prime movers) but completed by their own momentum.
- Bio-Mechanics** : the study and analysis of human movement involving the application of mechanical principles to both internal and external bodily actions.
- Calisthenics** : set exercises that are performed with the aim of improving the strength, endurance, and flexibility of the body.
- Center of Gravity** : the theoretical point at which the entire weight of the body (or a body part) can be considered to be acting.

Coach : one who carries the athlete along.

Concept : a mental construct developed through analysis of experience, isolating the common attributes of the objects or the events.

Coordination : the summation of several individual movements into one smooth resultant action.

Distributed Practice : periods of rehearsal or training that are frequently interrupted by rest periods.

Drill it is through a pun on the word bore that the word has been applied to the exercises in which soldiers engage.

Dynamic Strength : the maximum force that can be exerted by a muscle or group of muscles as they shorten throughout the full range of joint motion involved (also called *isotonic* strength).

Early Learning : a relative term referring to specific learning which occurs as early as possible for that task but not prior to the ideal age.

Efficiency : in physiology, refers to the mechanical efficiency of accomplishing work.

Extension : increasing the angle the joint between two bones or two body segments, as in straightening the elbow.

Facilitation : the increased ease of carrying out an action of function; the furtherance of neural.

Fatigue : a feeling or perception of tiredness that may be elicited by various circumstances; a disinclination to continue a particular activity.

Fear : an emotion marked by dread, apprehension, or alarm.

Game : the old English term *gamen* meant fun; today, it relates primarily to contest.

Hand-eye Coordination : the ability to estimate distances and speed of movement in order to reach objects efficiently by use of the hands, as in catching or striking objects.

Immunization : a means of protection against a communicable disease; natural immunity often results from having the disease; artificial immunity for some diseases through vaccines that stimulate natural body resistance.

Impairment : the inability of certain tissues to function because of physiological changes.

Kinesthesia : muscle, tendon, and joint sensitivities; the sense of perception of movement, weight, resistance, and position.

Leisure : that portion of an individual's daily, weekly, or monthly life cycle that is devoted to doing those things he wishes to do for his entertainment or mental enrichment, as direct from those

portions of the life cycle devoted to employment, eating, sleep, and necessary biological functions.

Match : this word is derived from the Anglo-Saxon *gamaecca*, referring to husband and wife or male and female animal. The German influence added the meaning 'to bring together'.

Malnutrition : literally, poor or improper nutrition; usually associated with under nutrition but should include also over nutrition or any kind of improper nutrition.

Massed Practice : long periods of participation that are not interrupted by rest periods.

Maximal Oxygen Intake : the greatest volume of oxygen that can be used by the body.

Mental Practice : the conscious mental rehearsal of an activity occurring in the absence of actual physical practice.

Mesomorphy : the stocky, muscular body build component.

Muscular Endurance : the ability to persist in (repeat more than once) a specific muscular movement.

Motivation : being with a motive or reason for initiating conscious and purposeful activity.

Morphological : pertaining to body organs, and tissue structure and to function.

Motive : an internal organismic state that initiates or otherwise determines behaviour; often used synonymously with need or drive.

Motor Area : the specific location of the part of the cerebral cortex where movement is controlled.

Movement Time : time lapse between the actual beginning of a movement and its completion.

Orientation : the process of properly positioning oneself for purposes of efficiently manipulating objects used in sports and games, as in preparing to strike a tennis ball.

Organic : containing carbon; or pertaining to organs.

Overload : any resistance greater than that usually encountered.

Overload Principle : in order to improve in strength or endurance, the intensity or the duration must exceed these levels ordinarily experienced.

Passive Exercise : the movement of a patient's body part or limb through a range of motion by a therapist or other person.

Perception : the interpretation of sensation.

Personality : personal characteristics or traits that reflect the dynamic integration of the attitudes, beliefs, and ideas of an

individual, which are responsible for the pattern of normal responses to stimuli.

Physiological Fatigue : reduction in the capacity of an organism to do work as the result of previous activity; impairment.

Physically Educated Person : an individual who knows himself; knows the why and how of physical activity in modern living; has the skill to meet personal needs and interests; and accepts self and the responsibility for developing and maintaining his physical potential.

Posture : characteristic positions assumed while standing, sitting, and moving; one's natural static and dynamic stance.

Power : a motor act of explosive muscular contraction, with force exerted by the muscular contractions for a short period of time. It is a composite of strength, time, and speed.

Psychic : pertaining to the mind.

Psychogenic : a term applied to behaviour initiated in the cerebrum.

Psychological Fatigue : a feeling of perception of tiredness that usually increases with work output and with time elapsed after rest and sleep.

Psychosomatic Disorders : physical disorders believed to be of psychogenic origin.

Reaction Time : time required for an individual to begin his response to a stimulus ; more complex than reflex time.

Recreation : an activity performed for pleasure. May also be interpreted as an activity performed that results in refreshment and relaxation; a recreation or re-energising of one's self.

Reflex : a relatively simple innate response to a particular stimulus.

Respiratory Efficiency : mechanical efficiency of breathing.

Safety Education : the process of providing or utilising experiences for favourably influencing understanding, attitudes, and practices related to safe living.

School Health Education : the process of providing or utilising for favourably influencing understanding, attitudes, and practices relating to individual, family and community health.

School Health Programme : the composite of procedures used in school health services, healthful school living, and health science instruction to promote health among students and school personnel.

Self : an individual's perception of his own personal characteristics and behaviour.

Skill : an act requiring some degree of neuromuscular coordination and dexterity; also the ability to perform tasks requiring these qualities.

- Sociometric** : pertaining to measurement of social characteristics.
- Speed** : the ability of the body to move quickly. When applied to a body part, the quickness of movement.
- Statistics** : numbers or figures representative of some population characteristic.
- Static Stance** : all non-dynamic posture; the positions assumed by the body while at rest, sitting, or standing.
- Stimulant** : any agent that acts to excite or increase functional activity.
- Stimulus** : any energy that excites or irritates a cell.
- Strength** : the maximum force that can be exerted by any individual under a prescribed set of conditions.
- Stress** : the total physiological response that occurs in abnormally intense or prolonged stimulation.
- Synthesis** : the formation of a complex concept by the combination of separate ideas.
- Systematic Health** : the level of functional capacity of the organs and systems of the body.
- Transfer of Training** : facilitation of the ability to learn one activity or skill as the result of practice in another; also the improvement of strength or endurance in one limb as a result of training another.
- Vital Capacity** : the greatest volume of air a person can exhale following as forceful and deep an inhalation as possible.

Index

- Abraham Flexner 181
- Abernathy, R. 158
- Academic achievement 124; atmosphere 16; disciplines 17, 21, 22, 35, 38; education 52; faculty 52; orientation 7, 8; perspective 17; profession 34; programs 10; status 17; subject 11, 12, 44, 65; talents 9; teachers 123
- Acceptability 118
- Accuracy 106
- Adams 91
- Agility 41, 106
- Anatomy 23, 31, 181
- Anthropometric measurements 28
- Anthropometry 23
- Aristotle 21, 22, 82, 83
- Arnold, P. J. 127, 204, 223, 234, 235
- Arithmetics 69
- Astrology 81
- Athletes 97
- Auditorium 29
- Audio-visual aids 84, 148
- Bacteriology 182
- Balance 205
- Basalle 88
- Barrow, Harold, M. 44, 45, 209
- Benne, K. 116
- Bio-Chemistry 23, 107
- Bio-Physics 23
- Bio-Philosophical 142, 196
- Biological sciences 29
- Biology 12, 24, 182
- Bio-Mechanics 107
- Book Walter 87
- Boyd, O. J. 124
- Breckenridge, M.G. 128, 199
- Bruner, J.S. 74, 231
- Brownwell 122, 166, 167, 168
- Ducher, C.A. 54, 55, 87, 124, 125, 126, 128, 157, 158, 189, 229, 231
- Butler, G D. 171, 174
- Cassidy, R.F. 23, 25, 27, 89
- Chemistry 182
- Clarke, H.H. 55, 88, 124
- Class room, 54, 60
- Clayton Shay 124
- Coaches 98, 99
- Coaching 99, 100
- Co-curricular 99
- Comenius 128
- Compatability 118
- Competition 38, 69, 104
- Conditioning 30
- Cooperation 38, 69
- Coordination 52, 69, 205
- Corlett, H. 206
- Cowell, C.D. 55, 126, 136, 161, 224
- Cozens 55
- Cratty, J. 128, 137
- Crow, L.D. Crow, A. 151, 155
- Curriculum 51, 60
- David Benson 124
- David Bruce 124
- Dimension 40
- Dio Lewis 87
- Disintegration 57
- Demonstration 84
- Dessau 86
- Dynamic Process 167
- Economics 135, 182
- Education 22
- Educational Achievement 100; benefits 67; objectives 100, 160; orientation 65, 151; perspective 59, 65, 67
- Edward Hitch Cook 87
- Embryology 182
- Emotion 69
- Emotional development 118, 206
- Emotionally 54
- Endurance 41, 56, 69, 126, 207
- Environment 72
- Engineering 23, 28, 29
- Equipment 28, 29
- Erasmus 180
- Ergometers 29
- Esslinger, A.A. 56
- Evaluation: 56, 185; tools 23
- Exercise 53, 100, 209
- Experimentalism 84
- Existentialism 82, 91

- Fatigue 169
 Felshin 75
 Finley, J.H. 171
 First Aid 21, 193
 Flemming, A.S. 173
 Flexibility 100
 Fragmentation 57
 Francis, Bacon 22
 Froebel, F. 87, 222, 223
 Freedom 176
- Gary Smith 139
 General Education 22, 51, 52, 54, 59,
 60, 73, 82, 129, 137, 149, 159
 Geometry 27
 George, L. Meylan 189
 Gesell, A. 200, 201
 Gestalt 218
 Good Citizenship 134; traits 135
 Greeks 21
 Guidance and Counselling 28, 212
 Guilford 220
 Gunter Erbach 139
 Gulick, L.H. 158, 188
 Gymnasium 54
 Gymnastics 86, 101
 Guthrie's theory 219
- Hamilton, J.R. 81
 Halliday, J.L. 144
 Havighurst 229
 Health 56, 124, 181
 Health Education 59; Habits 62, 164;
 Instruction 166, 167; Programs 125-
 126; Services 166; Training 164
 Healthy bodies 128; minds 128; living
 54, 166
 Heraclitus 83
 Hetherington, C.W. 55, 87
 Histology 181
 Historians 79
 History 21, 90
 Hilgard, E.R. 202
 Hull 219
 Human movements 121, 122
 Humanitarianism 46
 Physiology 199
 Hutchinson, J. 173
 Hydrostatic Principles 21
- Idealism 82, 91
 Idealist 83
 Insley, G.S. 44
 Integrated Development 112, 113,
 120
 Integration 51, 112, 128, 129, 186
 Intellectually 54
 Interactions 112, 185
 Internal Consistency 112
 Intelligence 212
- Ismail, A.H. 123, 130
- Jack Keogh 124
 James Edward Rogers 189
 John, Dewey 22, 84, 87, 114, 171, 192
 Johan Friedrich GutsMuth 86
 Johann Besedow 86
 John Hauben 211
 John Hutchinson 173
 Jones, T.D. 202
- Kane, H.G. 210
 Kephart, N. 123
 Kilpatrick, W.H. 55
 Kinesiology 21, 23, 107, 193
 Koenig, C.R. 154, 155
 Kugel, R.B. 129
- Law 189
 Laplace, J. 168
 Learning 217
 Laws 218
 Lehman, H.C. 228
 Leisure time 52, 133
 LNCPE 186
 Locomotion 23
 Loy, J.W. 139
- Manrow, D. 202
 Marica Hart 124
 Mathematics 6, 23, 27, 70, 121
 Mathews, D.K. 31
 McKinney 228
 McKnown, H.C. 152, 153
 Measurements 56, 66
 Mechanics 23
 Medicine 21, 189
 Mental health 103
 Mesomorphy 28
 Methodology 5, 23
 Michael Bovet 138
 Military exercises: 65; training 22
 Miller and Cheffers 127
- Mimetics 107
 Montessori 222
 Moral Values 46
 Motivation 212, 214
 Motor skills 23, 199, 205, 212, 216,
 217
 Movement 23, 24, 176
 Movement, Education 9, 59
- Nader, R. 142
 Naess, A. 80
 Nash, J.B. 55, 88, 164, 174, 187
 Naturalism 82, 85, 86
 Neuromuscular: 54; skills 73, 108;
 system 73
 Newton's Laws 21

Nietzsche, E.S. 79

Nixon, E. 16

NSNIS, 186

N.S.S. 145

Nutrition 201

Oberteuffer, D. 55, 89

Objectives 58, 59, 190

Observation 84

Orientation 183

Organically 54

Organic Fitness : 108, 200, 201; Systems 72

Ommo-Grupe *et al.*, 31

Parapsychology 81

Parker, F. 71

Parnell, R.W. 206

Pathology 182

Pedagogical 31, 88

Personality: 43, 51, 52, 83; dimension, 112

Perspectives 51, 58, 168

Pestolozzi 85, 86, 222

Philosophers 37

Philosophy 9, 16, 21, 22, 37, 182

Physical Education Concepts 9; Foundations 9; Methodology 9; Objectives 12; Programs 2; Scope 2; Theories 9

Physical : Abilities, 3; Activity 3, 38, 51, 68; Activities 14, 26, 28, 65, 94, 108, 198; Agencies 16; Appearance 52; Behaviour 106; Body 198; Care 56; Crises 113; Culturists 79; Development 52, 106, 117, 198, 206; Dimensions 51; Educators 16, 107, 108, 146; Element 198; Energies 103, 113; Environment 37, 129; Events 126; Exercises 11, 21; Fitness 88, 124, 133, 198; Growth 17, 212; Health 52, 99; Participation 15; Potentialities 14; Power 52; Skills 17, 54, 106, 212; Strength 52; Training 140; Working Capacity 29; World 17

Physics 12, 56

Physiology 23, 25, 30, 56, 182, 193

Physiotherapy 9, 21, 28, 107, 193

Physique 58

Piaget 214

Plato 21, 82, 128, 191

Play 137, 147, 226, 227, 230-231

Play activities: 26; climate 103; fields 27, 99, 100, 101, 105; interest 104; implications 203; grounds 25; materials 27; situation 26; theories 228

Posture 169

Potentialities 39

Pragmatism 82, 84, 91

Pragmatist 85

Profession 180

Professional: ethics 35, 38; training 34, 40, 45, 185; preparation 187

Professionalisation 45

Psychology 182

Psychological mind 198

Psychometric : 220; motor 54; social 196

Psychologists 31, 164, 217

Psychology 23

Radler 123

Rarick, G.L. 124

Razor, J.E. 139

Rice, E.A. 220

Reaction time 205

Reading and writing 69

Reciprocal 201

Realism 82, 83, 92

Recreation 59, 65, 73, 140, 170, 173, 182

Recreational activities 65, 122

Rene Descarte 22

Research 104, 135

Reliability 6, 7

Richard Cabot 172

Rhythmic 107

Robert McKee 124

Rogers, F.R. 124

Romans 21

Rousseau 85, 86

Ryburn, W.M. 73, 132, 191

Schein E.H. 34, 35, 143

Scholastic knowledge 117

Scientific explosion 21

Scott, M.G. 219

Sharmon, J.R. 43, 183

Sheldon M. 128

Skinner 218

Social adjustment 130

Social: Agencies 137; Behaviour 25, 36, 38, 225; Concepts 56, 138; Controls 137; Development 73, 125, 206; Education 54; Forces 139; Institutions 137, 138, 139; Interest 112; Law 137; Living 29; Meanings 137; Needs 137; Norms 137; Order 136, 137; Organisations 135, 136, 140; Participation 27, 228; Pressures 132; Problems 137; Process 55; Psychology 135; Purposes 136; Qualities 27; Responses 27; Sciences 29; Stability 137; Studies 119; Taboos 137; Welfare 26

Sociology 38, 181